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ABSTRACT

Seven Wisconsin school districts formed a consortium to improve district level implementation of career education, K-12. Each district developed assessment and/or evaluation instruments to meet their specific needs, and circulated these instruments among all seven districts for review and feedback. After revision and field testing, these instruments were compiled in a kit and made available to other school districts. Each consortium district also produced and disseminated demonstration packets (twenty-two altogether) based on various facets of career education. Finally, each district was engaged in activities to meet its own needs and objectives. (This third-party evaluators' report includes evaluation decisions, evaluation/data analysis procedures, data collection instruments, and data summaries. Available separately are the consortium-wide performance report, CE 017 649, and the individual performance reports, CE 017 650.) Results indicated that the consortium project made a significant contribution to the enhancement of career education in the state, developed a number of good quality products, met incremental change levels identified by the schools, and provided dissemination activities that were effective and comprehensive in scope. Recommendations were made to increase the scope of the instruments and to determine their criterion-related validities. (Author/BM)

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Third Party Evaluation Report for the Wisconsin Career Education Consortium

Project No. 554AH50646

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Third Party Evaluation Report for the
Wisconsin Career Education Consortium

CE 017 651

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Part I

Evaluation Decisions

Introduction

The third party evaluator's report is divided into three major sections. The first section reports the decisions of the third party evaluators concerning each of the objectives for the Wisconsin Career Education Consortium. In Part II the procedures utilized to collect evaluation data and a discussion of the results are presented. Specific data and data collection instruments are reproduced in Part III.

This format was used to facilitate use of the report. Persons interested in the decisions of the third party evaluators may read Part I. Those who wish to review the data in more detail and the procedures utilized by the third party evaluators should read Part II. Individuals who desire to review specific data summaries and the instruments employed by the third party evaluators will need to review Part III.

Third Party Evaluation Decisions

The third party evaluation decisions are based on the objectives stated in the original project proposal as submitted by the Wisconsin Career Education Consortium and later amended by consortium action. The evaluation design, instruments, and data analyses were selected to assess the degree to which these objectives were attained. In order to facilitate presentation of the decisions, an evaluation matrix was developed. This matrix is given in Table 1.

The objectives are listed in the left hand column of the table. In some instances an objective has been divided into sub-levels. For example, if an objective pertained to grades K-12, in some instances this objective has been sub-divided into elementary, junior high school, and senior high school. On

the right in the matrix space has been provided for rating the progress of the consortium and each of the participating school systems. Ratings may vary from 0 to 4. A zero would indicate that no activities had been initiated in relation to a given objective. One specifies that some activities were started. A two would indicate significant progress toward attainment of the objectives, a three would indicate that the objective was nearly completed and a ~~four would indicate that the objective was nearly completed and a~~ four would indicate that the objective had been met.

Objective 1: Develop and Validate an A-E Kit

After reviewing the process used and the instruments developed, the third party evaluators concluded that the objective of developing the A-E kit had been met. In relation to the validation of the instruments, it was decided that further work needs to be done in determining their concurrent and predictive validites. A rather detailed content validity check was conducted by the WCEC staff. However, further work needs to be done in looking at the criterion related validities.

Objective 2: Develop Demonstration Units

Three specific facets of the demonstration unit objective were identified. It was decided based on the information available to the third party evaluators that the consortium had reached this objective in relation to developing and disseminating demonstration kits. These were disseminated both within the consortium and to other interested schools. The evaluation facet of this objective was given a 2 rating in most of the participating schools. In other words, it was felt that there was significant progress in this area but that more information needed to be collected and analyzed in terms of the transportability of the demonstration units. In two of the schools a rating of 3 was

Table 1: Evaluation Matrix for WCEC

Area/Objective (Note: Objectives have been paraphrased.)	Level							
	Consortium	LEA						
		EC	Kim	Mad	Ore	Shaw	Sheb	Wat
1. Objective 1: Develop and Validate an A-E Kit and	Develop = 4 Validate = 2	NOTE: Each school assisted in developing, reviewing the content validity and assessing the functionality of each instrument.						
• Measure current implementation status in consortium schools		4	4	4	4	4	4	4
• Assess additional career education needs		4	4	4	4	4	4	4
• Measure the quantitative and qualitative progress in implementation	Quantitative→	4	4	4	4	4	4	4
	Qualitative→	2	2	2	2	2	2	2
2. Develop Demonstration Units								
• Develop	4	4	4	4	4	4	4	4
• Disseminate	4	4	4	4	4	4	4	4
• Evaluate	2	2	2	3	2	2	2	3
3. Each member school will raise its level of implementation of career education by at least two categories		4	4	4	4	4	4	4
4. Products and processes developed will be disseminated both in-state and out-of-state								
• WCEC Newsletter	4	Consortium members assisted through contribution of articles						
• Providing resource persons to help other LEAs	4	4	4	4	4	4	4	4
• Consortium schools hosting visiting teams		4	4	4	4	4	4	4
• Providing regional (WI) career education workshops		4	4	4	4	4	4	4
• Providing a state-wide leadership conference	4	Consortium members assisted through conducting small group sessions and providing exhibits.						
• Providing sample and review copies of career education materials	4	4	4	4	4	4	4	4
• Local newsletters, flyers and brochures (not listed as a part of original objectives)		4	4	4	4	4	4	4

Evaluation Matrix for WCEC

Area/Objective	Level							
	Consortium	LEA						
		EC	Kim	Mad	Ore	Shaw	Sheb	Wat
5. LEA Objectives								
A. Eau Claire								
• Increase the quality and quantity of classroom activities which infuse the sixteen career education concepts into the existing curriculum		4→ 3→	for the persons involved with the mini-projects remainder of teachers					
• Guidance and counseling staff will increase its involvement with career education activires		4						
B. Kimberly								
• Minimum of 75% of elementary and 50% of high school teachers will be involved with a minimum of four sessions with counselors			4					
• Minimum of 75% of the students in grades K-6 will participate in at least two self-awareness/career awareness conferences with a counselor			4					
• Minimum of 75% of students in grades 7-12 will participate in at least one career planning session with a counselor			4					
• At least 5% of the parents will be actively involved in the career education program			4					
• At least 80% of the students will participate in a systematic career education program.			4					
C. Madison								
• Develop and make operational at the district level an interattendance area career education plan				4				
• Involve the Community Communications Councils within each attendance area and the Board of Education in monitoring the effectiveness of the basic skills - career education integration project				4				

Evaluation Matrix for WCEC

Area/Objective	Level							
	Consortium	LEA						
		EC	Kim	Mad	Ore	Shaw	Sheb	Wat
C. Madison (cont'd)								
• Involve two high schools in planning and piloting four new experienced based learning options (5-10 students in each school)				3				
• Build curriculum development intervention models which lead toward the integration of career education and basic skills in grades K-5				4				
D. Oregon								
• Develop 100% pupil awareness of job opportunities and/or availability before terminating attendance					4			
• Develop a plan to involve a minimum of 50% of the district parents in a career education activity					4			
E. Shawano								
• Update all instructional units with appropriate career education content						3		
• Improve process, product and personnel evaluation strategies						4		
• Develop a K-12 career education in-service program						4		
F. Sheboygan								
• Increased application of the 16 Wisconsin Career Education Concepts in the non-model schools							4	
• Staff in the three model schools will continue to apply the 16 Concepts (will use at least 5 career education activities in their classrooms)								
Δ Elementary							4	
Δ Junior High School							4	
Δ Senior High School							3	

Evaluation Matrix for WCEC

Area/Objective	Level							
	Consortium	LEA						
		EC	Kim	Mad	Ore	Shaw	Sheb	Wat
F. Sheboygan (cont'd)								
• Secondary guidance counselors will participate in a comprehensive in-service program which will result in helping 50% of students in grades 7-12 use the career centers, make career decisions and participate in placement							4	
G. Watertown								
• Compile exemplary models and products from previous three years into a single manual								4
• Strengthen areas of weakness in the existing Watertown model								4
• Develop and test an evaluation model for local staff and students								4
• Develop and conduct a survey of community resources for career education								4
• Develop an improved Information Bank for students								4
6. SEA Leadership	4							
7. Project Management	4							

Key to evaluation ratings:
0 = No activities initiated
1 = Some activities initiated
2 = Significant progress toward attainment
3 = Nearly attained objective
4 = Attained objective

assigned. The Madison Public School System used a field test and pilot test design for the elementary school kits which allowed its staff to gain further evidence on the transportability of their demonstration units. Watertown Public School System involved other schools in the use and field test of one of their demonstration units - Career Day.

Objecitve 3: Incremental Improvement

After reviewing the feedback from monthly reports; on-site interviews; and the survey forms distributed to teachers, students, and counselors, it was decided that each of the schools had attained its incremental change goal as specified in the original proposal. The judgments in this area were based on the revised objectives as approved by the consortium and the USOE project officer. In reviewing attainment of the incremental change criteria, it was decided by the third party evaluators that in order to attain a given level the school would have to clearly satisfy 80 percent of the criteria listed for that level and be close to satisfying the remainder of the criteria.

Objective 4: Dissemination

After reviewing the evaluation forms utilized to assess the impacts of the WCEC Newsletter, newsletters produced by local schools in the consortium, regional dissemination workshops and the State-wide Leadership Conference, it was judged that the consortium had attained the objectives for dissemination. Response to the WCEC Newsletter indicated that it was widely read and that many of the readers were extracting one or more ideas related to career education for use in their school system. Evaluations for the regional and state-wide leadership conferences indicated that the participants were pleased with the content and had acquired new ideas regarding the implementation of career education.

Objective 5: LEA Objectives

Eau Claire. The decision regarding the increase of the quality and quantity of classroom activities was that this objective had been attained for those persons involved with mini projects funded through the consortium funds allocated to the Eau Claire Public School System. Interviews with persons involved in these projects indicated a high level of activities, new activities, and the involvement of a number of colleagues and community members in their sub-projects. These mini projects were very productive. The feedback from the teacher survey and interviews indicated that this objective was not completely attained for the other teachers. Most teachers were utilizing some activities based in career education; however, their responses indicated that the level of utilization had not increased significantly from the prior year. Thus, a rating of 3 was recorded to this part of the teacher population. Interviews and a survey of the guidance and counseling staff indicated that it had increased its involvement with career education activities. Counselors were working more directly with teachers and participating in the teachers' classes as career units and career education topics were presented. A number of other activities had also been initiated.

Kimberly. It was decided that Kimberly had attained each of its objectives. On-site interviews and the response to the teacher and counselor surveys indicated that a systematic career education program was available to the students in the Kimberly Public School System. Teachers and students had been interacting with guidance counselors in relation to career planning and career education. The parent survey indicated that considerably more than five percent of the parents were actively involved in the career education program.

Madison. Based on the on-site interviews and surveys conducted, it was

determined that Madison had developed an effective plan and planning system for career education which involved the interattendance area administrators and central office administrators as well as the Board of Education in career education planning and review of the career education program. A number of curriculum development intervention models or approaches to infusing and integrating career education with the basic skill areas in grades K-5 were developed. A very systematic planning, development, and evaluation process was utilized in conjunction with this work. The products developed were observed in use and found to be functional and valid. It was judged that Madison had attained this objective. Two high schools in the Madison Public School System were involved with piloting new experience-based learning options. A number of students were interviewed who had participated in the job intern program. However, from the data available to the third party evaluators it did not appear that the two schools had piloted four new experience based learning options. Several new experience based learning options were identified but more work needs to be done in piloting these. It was judged that Madison came close to accomplishing this objective but that more work needs to be done.

Oregon. After reviewing the student, counselor, and teacher data it was determined that Oregon had met the two objectives it had established in the proposal. The parent survey data collected by the Oregon Public School System and the teacher survey items related to the involvement of parents in career education indicated that minimum of 50 percent of the parents were involved. Job opportunity information was being provided to counselors and participation in special projects. One interesting approach for providing job awareness to potential dropouts had been developed by the district and appeared to be very effective.

Shawano. It was the judgment of the third party evaluators that the Shawano Public School System had met two of its objectives and came close to meeting the third. The objectives related to improving evaluation and developing a K-12 evaluation in-service program were met. Considerable work had been done on updating instructional units with appropriate career education content. However, feedback from the on-site interviews indicated that more emphasis needed to be included on self-awareness. Thus, it was judged that Shawano needed to do some further work in relation to this objective.

Sheboygan. It was determined that Sheboygan had attained two of its objectives and part of the third. Interviews and feedback from the schools within the Sheboygan Public School System indicated that the project had done an effective job of transporting career education to the non-model schools (The non-model schools refer to those which were not involved in the original career education project in Sheboygan). Evidence collected from the model schools indicated that there was a continued high level of application in the elementary and junior high schools. However, the information available from the model senior high school indicated that its career education program had contracted to some degree. Thus, this level was given a three rating. An effective in-service program was conducted with the guidance counselors at Sheboygan. This objective was evaluated as having been attained.

Watertown. It was the judgment of the third party evaluators that Watertown had completely met four of its five objectives. The evidence indicated that it had strengthed areas of weakness in its career education model and developed an evaluation model. A very effective career day project was carried out within the Watertown system which involved a community survey and an enlarged information bank for students. Based on the information available to the third party

evaluators work had been completed on synthesizing exemplary models and products of previous years work on the Watertown system into a single model and manual. Thus, this objective was also rated as 4.

SEA Leadership

Leadership at the State level was evident through support of the project director and continued development and refinement of the Wisconsin guide for career education. The third party evaluators concluded that this objective was met.

Project Management

The third party evaluators participated in most of the consortium meetings, visited each of the LEA schools and had a number of contacts with the project director and his staff. It was the judgment of the third party evaluators that project management was effective. An open line of communication was maintained within the consortium. The monthly meetings or conference calls were scheduled and conducted. Requests from individual LEAs were attended to and processed. Considerable assistance was provided to the members of the consortium through the efforts of the project director and the evaluation specialist. For example, the formats for the mid-year and final report was discussed and clarified with the LEAs and third party evaluators. Also, a draft copy of the final report was distributed to the LEAs and third party evaluators well ahead of the deadline for submission of the report. The evaluation specialist was competent and productive. He provided assistance to individual LEAs as well as doing an effective job of developing and revising the A-E Kit.

Summary

It was the judgment of the third party evaluators that the Wisconsin Career Education Consortium Project made a significant contribution to the enhancement of career education in Wisconsin and nationally. The A-E Kit has promise of providing a basis for data based decision making in regard to the development, implementation, and improvement of career education programs in Wisconsin and the nation. Further work needs to be done in increasing the scope of instruments and determining the criterion related validities of the instruments. Also, during the second year of the project studies should be made of the report formats which will facilitate the utilization of the data collected through the use of the A-E Kit.

A number of good quality products have been developed by the consortium members. A number of these have been put into demonstration units and the initial phases of dissemination have been carried out. It is recommended that during the second year some time be devoted to following up on the utilization made of these units and the barriers encountered in transporting them to new school systems.

The incremental change levels identified by school were met. During the second year of the project more emphasis should be given to the enhancement of the quality of the impacts of these incremental changes. From the data available it appeared that an adequate number of career education activities were being utilized by the teachers in the consortium schools. Assistance should be provided to help them plan these activities more precisely and better infuse them into their subjects in order to have more impacts on students. Counselors should consider the utilization of small group and large group activities in order to contact more students. Many students interviewed indicated that they

needed additional time and information from their counselors. Also, the consortium schools should provide more emphasis on the placement function of counseling. Feedback from the counselors indicated that uniformally small amounts of time were allocated to placement activities.

The dissemination activities initiated by the consortium and the member schools were comprehensive in scope and effective. The consortium should continue to send its newsletter and also look for additional delivery systems for disseminating its information and products.

Part II

Evaluation and Data Analysis Procedures

Design of the Population

Population. The population encompassed in the Wisconsin Career Education Consortium Project included the community, staff and students of the seven participating school systems. Also included were the project director, career education specialist of the Department of Public Instruction, and the evaluation specialist. The seven school systems were Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown. Since time and resources for the third party evaluation were limited and many other demands were placed on students' and teachers' time, samples of students and teachers were identified for the third party evaluation. In addition, when possible the third party evaluators utilized the data collected by the consortium members and the project evaluation specialist. For example, community nvolvement was assessed through the utilization of the parent survey data collected by consortium schools with the assistance of the evaluation specialist.

Samples. Representative samples of students and teachers were selected to provide the information needed to make the evaluation decisions. First, it was decided that samples would be selected only from grades 3, 6, and 9 for the student assessment. These grade levels coincide with the recommended grade levels for the evaluation of USOE funded career education projects. The participating schools in the consortium decided to administer the Wisconsin Senior Survey for students in grades 12. This survey contained a significant amount of information related to local and consortium objectives. In addition,

data from the senior survey were available from the prior year. This provided the opportunity for a time series analysis of the impacts of the consortium. The sample sizes for the student population were selected to provide information with a ± 6 percent sampling error. It was felt that this level of accuracy would be adequate for the decisions made in this evaluation and the sizes were within the resource capabilities of the evaluation contract. Table 2 presents a summary of the third party evaluation plans for each of the participating school systems.

Samples of elementary, junior high, and senior high school teachers were selected to provide a representative picture of the career education activities and attitudes held by faculty members in each of the schools. As noted in Table 2, two teacher survey forms were utilized at the junior/senior high school levels (Forms 6 and 7). A matrix sampling approach was utilized to develop two instruments which measured career education activities and approaches utilized by classroom teachers and their reactions to various aspects of career education. These instruments will be discussed further in the next section and a copy of each instrument is included in Part III of the report. Sub-samples of teachers were randomly selected to complete each of the forms administered at the junior and senior high school levels. In the smaller schools all of the teachers participated in completing one of these forms. In the larger school systems, a maximum of 100 teachers was asked to complete each of Form 6 and 7.

At the elementary school level, an instrument developed by the evaluation specialist for the consortium was used. This instrument was labeled Form 5. A copy of it is also included in the first section of Part III.

The local directors of the WCEC activities assisted the third party evaluators in identifying these samples and distributing the instruments.

Orville Nelson

Table 2

April 13, 1976

WCEC Third Party Evaluation Plan
For
Eau Claire

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary: (K-6)	5	150 = teachers in the 14 schools with mini projects and teachers from 2 other schools#	Green Picture Form	3rd grade - 6 representative classes
			1	6th grade--4 classes representing a cross-section of students
			4	" "
Junior High School: (7-9)	6	80 teachers#	4	8th grade - 100 at each junior high school
Senior High School: (7-9)	6	80 teachers#		
Counselors:	30	All counselors		

#Selected to be a representative sample.

Table 2 (continued)

WCEC Third Party Evaluation Plan
For
Kimberly Public Schools

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary (K-6)	5	100 (All elementary teachers)	3rd Grade Picture Form	4 representative classes
			1	50 6th grade students# 1 class from each school
			4	50 6th grade students# 1 class from each school
Junior High School (7-9)	6	25 teachers#	3	9th grade 4 representative classes#
	7	25 teachers#	4	4 representative classes#
Senior High School (10-12)	6	30 teachers#		
	7	30 teachers#		
Counselors	8	All Counselors in system		

Selected to be a representative sample.

WCEC Third Party Evaluation Plan
For
Madison Public Schools

Level/School	Teachers		Students	
	Form		Form	Grade Level/Number
Elementary:				
8 pilot and field test schools	5	All teachers	Picture Form	third/one section number at each school
4 comparable controls schools#	5	All teachers	Picture Form	third/one section at each school
	8	All counselors serving these schools		
Middle School:				
Feeder School to West #	6	All teachers	4	sixth/100-130 students#
Feeder School to East #	6	All teachers	4	sixth/100-120 students#
	8	All counselors in their schools		
High School:				
East	6	75 teachers#	3	ninth/100 students#
	7	Department chairpersons	4	ninth/100 students#
	8	All counselors		
West	6	75 teachers#	3	ninth/100 students#
	7	Department chairpersons	4	ninth/100 students#
Counselors:	8	All counselors in these schools		

#Selected to be a representative sample.

Table 2 (continued)

WCEC Third Party Evaluation Plan
For
Oregon Public Schools

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary School	5	All Elementary teachers		Piers - Harris (Jim Augustin)
			1	60-70 6th grade students#
			4	60-70 6th grade students#
Junior High School	6	One-half of Junior High School Teachers#	3	75 9th grade students# (3 classes)
	7	One-half of Junior High School Teachers#	4	75 9th grade students# (3 classes)
Senior High School	6	One-half of Senior High School Teachers#	3	75 9th grade students# (3 classes)
	7	One-half of Senior High School Teachers#	4	75 9th grade students# (3 classes)
Counselors	8	All Counselors in your system		

Selected to be a representative sample.

Table 2 (continued)

WCEC Third Party Evaluation Plan
For
Shawano Public Schools

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary (K-5)	5	100 teachers All teachers in public school. Selected teachers in Parochial Schools.	3rd Grade Picture	One section or class in each of 4 schools in public school system.# 2 Parochial schools (1 class each)
Middle School (6-8)	6	One-half of teachers in grades 6-8#	1	100 sixth graders# (and 35 Parochial students+)
	7	One-half of teachers in grades 6-8#	4	100 sixth graders# (and 35 Parochial students+)
High School (9-12)	6	One-half of teachers in grades 9-12#	3	100 ninth grade students#
	7	One-half of teachers in grades 9-12#	4	100 ninth# grade students#
Counselors	8	All Counselors		

Selected to be a representative sample.
+ Optional

WCEC Third Party Evaluation Plan
For
Sheboygan Public Schools

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary (K-6)	5	125-150 teachers# (You have these forms)	3rd Grade Picture Form	2 classes each from Longfellow, Grant, and Wilson#
				6th grade:
			1	40-50 students at each of the three schools#
			4	40-50 students at each of the three schools#
Junior High School (7-9)	6	One-half of the teachers at Farnsworth and Horace Mann#		9th grade:
			1	60 students at each of the two schools#
	7	One-half of the teachers at Farnsworth and Horace Mann#	4	60 students at each of the two schools#
Senior High School	6	One-half of the teachers at North and at South#		
	7	One-half of the teachers at North and at South#		
Counselors	8	All Counselors in school system		

Selected to be a representative sample.

Table 2 (continued)

WCEC Third Party Evaluation Plan
For
Watertown Public Schools

Level/School	Teachers		Students	
	Form		Form	Grade Level/Number
Elementary K-6	5	All teachers in K-6	Green Picture Form	third/four representative classes#
			1	sixth/four representative classes#
			4	sixth/four representative classes#
Junior High School: 7-9	6	Thirty of the junior high school teachers#	3	ninth/four representative classes#
	7	Thirty of the junior high school teachers#	4	ninth/four representative classes#
Senior High School: 10-12	6	Thirty of the senior high school teachers		
	7	Thirty of the senior high school teachers		
Counselors	8	All counselors		

#Selected to be a representative sample.

Student and teacher forms were either delivered directly to the local directors or mailed to them. They supervised distribution to the teachers, counselors, and student samples. Specific schools within each system were identified in counsel with the local directors. All evaluation materials except the pencils used to mark the responses were provided by the third party evaluators.

Data Collection Schedule. On-site visitations were made to each of the participating school systems in September, October, and November 1975. In addition, each of the participating schools submitted evaluation reports of previous projects and other documents related to the status of the career education program in their districts. In March the third party evaluators made a second visit to Madison, Watertown, and Sheboygan. During May each of the consortium school systems was visited by the third party evaluators.

The teacher, student, and counselor forms were distributed to the consortium schools during the middle of April, 1976. The local directors were asked to have the forms completed during the last week of April or the first ten days of May. In one school system, Eau Claire, this schedule was adjusted to avoid a conflict with other testing programs being conducted. The Eau Claire teachers and students completed their forms between the 15th and 25th of May.

Instrumentation

Types of Instruments. The third party evaluators utilized three basic types of instruments for collecting data related to the outcomes of the consortium. Interviews, surveys, and analysis of consortium documents were used in the evaluation. Each of the data collection forms designed for use was based upon a careful analysis of the evaluation design, judgments required, and the nature of the activity or outcome to be assessed. The third party

evaluators drew upon their experience in developing forms for prior third party evaluations conducted by the Center for Vocational, Technical and Adult Education.

Content Validity. After draft copies of the teacher, student, and counselor forms had been developed, they were mailed to the consortium members. The draft copies were then carefully analyzed and revised at a meeting of the consortium members in March, 1976.

Concurrent Validity. The concurrent validity of these forms was assessed by contrasting the data collected with the results of the interviews and two in-depth studies conducted by graduate students. The results of these comparisons indicated that there was good concurrent validity. There was a high level of agreement between the results obtained from the survey instruments and the data acquired through interviews and graduate research projects.

Presentation and Discussion of Third Party Evaluation Data

The presentation and discussion of data will be presented by each consortium objective. The instruments and most of the detailed data summaries are reproduced in Part III.

Objective 1: Develop and Validate an A-E Kit

Two sets of criteria were used to judge the adequacy of the A-E Kit. The first set was established by the consortium members. The second set was defined by the third party evaluators. After the two sets of criteria had been independently established, it was found that there was only one major difference. The third party evaluator's set included a criterion concerned

with the extent to which the kit was based on a logical program development model.

A survey was sent to the seven local directors and the consortium director to identify the criteria for the A-E Kit. Questions in the survey instrument were based on critical instrument characteristics such as validity, reliability, and utility as well as concerns voiced by the consortium members. In addition, the respondents were asked to identify other criteria.

A summary of the results of this survey is given in Table 3. These data were collected in March, 1976 after the respondents had reviewed some of the instruments in the Kit. A majority thought that the A-E Kit should include a wide variety of consortium and commercially produced instruments which measured a variety of attitudes, knowledges and psychomotor skills. They felt that these instruments had to be in a form which would allow easy reproduction and scoring. Respondents also indicated that it was important to have clear instructions on how to design an assessment and administer the instruments. Most of the additional suggestions for the Kit were concerned with keeping its size to a level which would not scare off users and that it be easy to use.

Based on the consortium members' criteria and the third party evaluators' criteria, a rating scale for the A-E Kit was designed. This instrument was used to evaluate the Kit. A summary of the evaluation is given in Table 4.

The third party evaluators concluded that the WCEC Project had done an effective job of developing the A-E Kit. It was judged that the Kit met all but two of the criteria. It was concluded that more instruments to measure student outcomes, especially in the cognitive domain, should be included and a logical program development process should be discussed in the Kit. The third party evaluators realize that instruments to measure the impacts of career

SUMMARY OF CRITERIA FOR THE WCEC ASSESSMENT AND EVALUATION KIT*

1. Six of the eight people responding felt that the kit should contain both consortium developed and commercially published instruments. Two of the respondents indicated that the kit should have consortium developed instruments only with references to commercially published which are most applicable. Comments from those who favored both types of instruments indicated a preference for consortium developed instruments. One respondent also noted that the kit should include instruments for needs assessment, surveying available resources, evaluating the impacts of various activities such as those related to developing self-awareness and career awareness, and instruments to assess the impact of career education on school achievement.

   Conclusion: The kit should include consortium and commercially published instruments with an emphasis on the consortium produced.

2. All of the respondents felt that the instruments in the kit should be ready to reproduce for use in the local district. This would mean that they should be reproduced in a form such as offset or high quality mimeograph which would allow the school to make stencils directly from the copy in the kit. One person suggested that some of the instruments in the kit might present sample items from which the LEA could develop its own instrument. This would give some guidence and provide the flexibility necessary to adapt to local needs.

   Conclusion: The instruments should be reproduced with a high quality process so they may be copied.

3. Members of the consortium felt that instruments should be included for the cognitive and affective domains. There was less consensus on the psychomotor domain. Two of the people responding questioned the inclusion of instruments for the psychomotor domain. One person thought that levels K-6 might emphasize the affective, cognitive, psychomotor while the high schools placed more emphasis on the cognitive. Another respondent suggested alternataive categories which would include in-service, instruction, materials usage, and staff attitudes.

   Conclusion: There was more interest in affective and cognitive items. However, all three types were listed as important.

4. It was the consensus of the respondents that the instruments included in the kit should be in a format which will allow them to be processed by hand at the LEA level. However, they should be designed so that the data could be machine scored if this service were available.

   Conclusion: Design for ease of hand scoring and make them compatible with machine scoring.

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*Based on the responses of the seven WCEC coordinators and Robert Meyer.

5. Five of the respondents felt that instruments which measure student outcomes should be included in the kit. Another person responded that achievement tests should be included but not emphasized. A second person said that they should be included with caution. One person said that these instruments should not be included in the kit.

   Conclusion: Instruments to measure student outcomes should be included.

6. The WCEC respondents felt that the instruments included in the needs assessment portion of the kit should provide information for program development and improvement. The instruments included in the needs assessment portion of the kit should provide information for program development and improvement. Seven of the eight gave strong support for this.

   Conclusion: The kit should contain instruments which provide data for both purposes.

7. Seven of the eight respondents felt that instructions should be included in how to utilize the data generated by the instruments in the kit. Two of the seven noted that there was often a lack of local expertise to interpret data. One person felt that this was a local decision. Such instructions should not be included.

   Conclusion: The kit should contain instructions on how to utilize the data.

8. All of the respondents felt that the kit should include a package on evaluation designs. Two of the respondents qualified their response with the comment that the package should not be too complex. It must be simple enough for persons who have little technical background in research design to use.

   Conclusion: A concise discussion of evaluation designs should be included in the kit.

9. In response to the question, "Should the AE kit contina guidelines for selecting and developing new instruments?", six responded yes, one person thought that it was not necessary and another made a comment which was not directly related to the question. Thus, there appeared to be strong response in favor of including guidelines for selecting and developing new instruments.

   Conclusion: There should be guidelines for selecting and developing new instruments.

10. In response to the question on what additional characteristics the AE kit should have a variety of comments were obtained. Three people commented that it should be as simple and easy to use as possible. Also, it should not be too big. The concern of one of the WCEC respondents was that a massive kit would scare off a potential user. One of the respondents felt that it was important that the kit be well organized, include a table of contents, divider pages, and have an attractive cover. In regard to the length of the kit one respondent suggested between 10 to 20 instruments be included in about five different categories (in-service, student outcomes,

etcetera). One respondent commented that there was a need for information on the utility of the instruments. A second respondent said that the kit should stress the local use and control of data generated by the instrument. Another respondent indicated that the kit should include strategies for career education leaders to use in applying the data and making decisions about career education programs.

Table 4

A-E Kit Evaluation Summary

Directions: Review the contents of the kit and evaluate each dimension below.

Characteristic	Ratings				
	Needs Much Impr. 1	2	Needs Some Impr. 3	4	Meets Criterion 5
1. Contains consortium and commercially produced instruments. More consortium than commercial.	1	2	3	4	(5)
2. Reproduction is of high quality. LEAs can copy directly.	1	2	3	4	(5)
3. Instruments for all domains are included. Most emphasis given to affective and cognitive instruments.	1	2	3	4	(5)
4. Instruments are designed to be hand scored and compatible with machine scoring.	1	2	3	4	(5)
5. Instruments to measure student outcomes are included.	1	2	3	(4)	5
6. Instruments provide data for program development and improvement.	1	2	3	4	(5)
7. Instructions for use of data are included.	1	2	3	4	(5)
8. Concise discussion of evaluation designs is included.	1	2	3	4	(5)
9. Guidelines for selecting and developing new instruments are included.	1	2	3	4	(5)
10. Kit is of functional size (not too large).	1	2	3	4	(5)
11. Kit published and assembled in a logical sequence with a table of contents and indexing system.	1	2	3	4	(5)
12. Kit based on a logical program development process.	1	2	3	(4)	5

Comments:

education on student performance are hard to find. However, it was also felt that this was a critical area which needed more development. This area should be given attention during the second year of the project. A program development and revision process is implicit in the introductory sections and the directions for administering some of the instruments. It is recocommended that this process be described for the user.

A review of the Kit also suggested that more commercially published instruments could be identified. For example, the Career Maturity Inventory by Crites and the Differential Aptitude Tests might be noted. Also, the formats of some instruments could be modified to enhance processing of the responses by computer.

It was the judgment of the third party evaluators that the WCEC had met its objective of developing the A-E Kit. However, further work needs to be done on validating the instruments and procedures in the Kit as well as determining its transportability.

Objective 2: Develop Demonstration Units

During the October meeting of the Wisconsin Career Education Consortium each member school identified one or more areas of special capability which would be the basis of a demonstration package. In addition, each of the schools identified one or more areas in which they would like to improve their career education programs. Partnerships were then formed in which a school which was strong in an area agreed to provide a demonstration unit to the school(s) that was weak in that particular area.

After this meeting the third party evaluators monitored the progress of developing these demonstration units and the procedures for disseminating them. The demonstration materials exhibited at each of the regional workshops and the state-wide dissemination meeting were also reviewed.

A review of the sign-up lists for the demonstration units which were generated at the regional and state-wide workshop indicated a considerable interest in these units. Interviews with a sample of the persons attending these conferences indicated that these units would be useful in their schools. Some comments were received that the units needed to be reviewed for sex biases in occupations. It was found that this was a problem in only a few of the units. However, the consortium members should carefully review the demonstration units and other materials developed in their school systems in order to remove the sex biases in the materials were they exist.

Since many of the demonstration units were completed during the second semester, it was not possible to obtain much data on the transportability of these units to other school systems. The Madison Public School System used an evaluation design which included pilot and field test sites for their K-5 career education kits. This allowed them to obtain evidence on the transportability in their system. The Watertown Public School System involved several surrounding school systems in their Career Day project. A feedback form was used to evaluate the success and the impacts of this day on students from the Watertown and other participating school systems. Thus, these two school systems had some data on the transportability of their demonstration units. The second year of the consortium project with the partner school facet provides a unique opportunity to obtain more data on the transportability of the demonstration units developed. This area should be evaluated further both by the project and the third party evaluators for the second year.

Objective 3: Incremental Improvement of Career Education Programs

Hoyt's Incremental Improvement Matrix was utilized as the criterion for assessing achievement of the incremental changes identified by each of the

participating school systems. This matrix is presented in Table 5. A graphic summary of the incremental changes specified by each of the participating school systems was developed by Jim Augustin, WCEC Evaluation Specialist. This summary is presented in Figure 1.

Evidence of incremental changes was collected through two on-site visitations and the teacher and counselor survey forms. Teacher Form 5 was administered to samples of elementary school teachers in each of the participating school systems. Teacher Form 6 was administered to middle, junior, and senior high school teachers. Form 8 was administered to counselors in the participating school systems. (Copies of these forms are reproduced in Part III).

Elementary School Results. Evidence of incremental changes was based on the responses to items 1 through 11 on the first page of Form 5. On these items elementary teachers were asked to indicate the number of times they had used various activities or involved parents and the community in their career education programs. (See Part III for a copy of Form 5.)

Responses to this survey were summarized with a weighted score analysis program. This program weights the responses on individual items based on the level of activities specified. The total score for a teacher would indicate the sum of the weights of the responses for each item scored. The printout also provides a summary of the number of items (activities) omitted and the number of responses at each of the activity levels specified in the survey form. An item analysis for each of the individual activities listed on Form 5 is also generated.

Table 6 presents a sample of the summary of the total scores for Form 5. The teacher numbers listed at the left identify the sequence in which the forms were entered into the computer. They do not indicate a teacher I.D. number. The score column presents the total weighted scores for each of the responses

Table 5: Hoyt's Matrix

Criteria	CAREER EDUCATION IMPLEMENTATION CATEGORIES 1	2	3	4	5	6	7	8
1. Inservice education of teachers.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchr 4 hrs.
2. Inservice education of school counselors	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnsl 4 hrs.
3. C.E. activities in Elem. Sch. clsrms.	10%-tchrs. 1 activity	25%-tchrs. 3 activities	50%-tchrs. 5 actvts.	75%-tchrs. 5 activities	75%-tchrs. 5 activities	75%-tchrs. 5 actvts.	75%-tchrs. 5 activities	75%-tchr 5 actvt
4. C.E. activities in Middle or Jr. Hi. School classrooms	--	10%-tchrs. 1 activity	25%-tchrs. 5 activities	50%-tchrs. 5 activities	75%-tchrs. 5 activities	75%-tchrs. 5 actvts.	75%-tchrs. 5 activities	75%-tchr 5 actvt
5. C.E. activities in Sr. Hi. classrooms	--	--	10%-tchrs. 5 activities	25%-tchrs. 5 activities	50%-tchrs. 5 activities	50%-tchrs. 5 actvts.	50%-tchrs. 5 activities	50%-tchr 5 actvt
6. Participation of Community Resource Persons in Schools	On ten occasions	On ten occasions	On ten occasions	On ten occasions	On ten occasions	On ten occasions	On ten occasions	On ten occasion
7. Participation of Community Resource Persons in Elem.Sch.	--	--	50%-clsrms. Once or more	50%-clsrms. Once or more	50%-clsrms. Twice, more	50%-clsrms. Twice,more	50%-clsrms. Twice,more	50%-clsr Twice or
8. Participation of Com. Rsrce Persons in Mdl./Jr. Hi.Sch.	--	--	25%-clsrms. Once or more	25%-clsrms. Once or more	50%-clsrms. Twice,more	50%-clsrms. Twice, more	50%-clsrms. Twice,more	50%-clsr Twice or
9. Participation of Community Resource Persons in Sr. Hi.	--	--	--	--	50%-clsrms. Twice,more	50%-clsrms. Twice, more	50%-clsrms. Twice, more	50%-clsr Twice or
10. Field trips for elem. sch. stdnts.	10%-stdnts. 2 trips	25%-stdnts. 2 trips	25%-stdnts. 2 trips	25% stdnts. 2 trips	25%-stdnts 2 trips	25%-stdnts. 2 trips	25%-stdnts. 2 trips	25%-stdn 2 trips
11. Field trips for Middle or Jr. Hi. Students.	--	10%-stdnts. 4 trips	10%-stdnts. 4 trips	10%-stdnts. 4 trips	10%-stdnts. 4 trips	10%-stdnts. 4 trips	10%-stdnts. 4 trips	10%-stdn 4 trips
12. Participation of parents, elem.sch.	5%-parents some extent	20%-parents some extent	20%-parents some extent	20%-parents some extent	20%-parents some extent	20%-parents some extent	20%-parents some extent	20%-par some ex

riteria	1	2	3	4	5	6	7	8
3. Parent involvement in C.E. activities in collaboration with teachers/counselors	--	--	--	--	50%-parents	50%-parents	50%-parents	50%-par
4. School Board official endorsement	Declared a priority.	Declared a priority.	Declared a priority.	Declared a priority.	Declared a priority.	Declared a priority.	Declared a priority.	Declared a priority
5. Evaluation of elem. sch. career educ.	--	Results available	Results available	Results available	Results available	Results available	Results available	Results availabl
6. Evaluation of mdle. or jr. hi. school career education.	--	--	Results available	Results available	Results available	Results available	Results available	Results availabl
7. Evidence of effectiveness of C. E. at elem. sch. level.	--	--	Available	Available	Available	Available	Available	Availabl
8. Evidence of effectiveness of C. E. at mdle. or jr. hi. school level.	--	--	--	Available	Available	Available	Available	Availabl
9. Evidence of effectiveness of C. E. at sr. hi. level.	--	--	--	--	--	Available	Clear, positive evidence available.	Clr.positive evidnc availabl
0. Career Ed. Coord. Council with reps. from school and community.	--	In operation.	In operation.	In operation.	In operation.	In operation.	In operation.	In operatin
1. C. E. activities in homes of elem.sch. parents.	--	--	25%-parents. some actvty.	25%-paretns. some actvty.	25%-parents. some actvty.	25%-parents. some actvty.	25%-parents. some actvty.	25%-parà some act
2. Parent involvement with C.E. activity in the home.	--	--	--	--	75%-parents.	75%-parents.	75%-parents.	75%-parà
3. Hands-on career exploration projects in mdle/jr. hi. sch.	--	--	50%-students 1 proj/more	75%-students 2 proj/more	75%-students 2 proj/more	75% stdnts. 2 proj/more	75%-stdnts. 2 proj/more	75-stdà 2 proj+

Criteria	—	1	2	3	4	5	6	7	— 8
24. Programs to reduce race and sex bias in occupational decision making.	--	--	In operation.	In operation.	In operation.	In operation.	In operation.	In oper
25. Vocational education programs.	--	--	Min. 5 prog. available to 100%-stdnts.	Min. 5 prog. available to 100% stdnts.	Min. 5 prog. available to 100%-stdnts.	Min. 5 prog. available to 100%-stdnts.	Min. 5 prog. available to 100%-stdnts.	Min. 5 available to 100%-st
26. Simulated or actual work experience.	--	--	--	33%-seniors Min. 1 sem.	45%-seniors Min. 1 sem.	45%-seniors Min. 1 sem.	45%-seniors Min. 1 sem.	45%-srs. Min. 1 sem.
27. Career decision-making activities in senior high school.	--	--	--	80%-stdnts. grp. guid. or indiv. cnslng	80%-stdnts. grp. guid./ indiv.cnslng	80%-stdnts grp. guid./ indiv.cnslng	Oppor. for 100%-stdnts.	Oppor fo 100%-std
28. A coordinator of C.E. has been hired for school system.	--	--	--	On staff.	On staff.	On staff.	On staff.	On staff
29. Job and/or educational placement services.	--	--	--	--	Available to all school leavers.	Available to all school leavers.	Available to all school leavers.	Availab to all leavers
30. Special career ed. activities for physically and mentally handicapped.	--	--	--	--	--	Available to 80%-handicapped.	Available to 80%-handicapped.	Availab to 80% hndicpd
31. Special career ed. activities for students from low income families.	--	--	--	--	--	Available to 80% low inc. students.	Available to 80% low inc. students.	Availab 80%-low inc.std
32. Special career ed. activities for sr. hi. gifted/talented	--	--	--	--	--	25% of G/T students involved.	25% of G/T students involved.	25% G/T stdnts invlvd.
33. Follow-up data.	--	--	--	--	--	Available on 50% of sch. leavers in last 12 mos.	Available on 50% school leavers in last 12 mos.	Avlble 50% sch. leavers -12 mos.
34. Elem. school activities to increase awareness of world of work, etc.	--	--	--	--	--	--	Oppor. for 100%-stdnts.	Oppor. fo 100%-stdt

riteria	1	2	3	4	5	6	7	8
5. Middle or jr. hi. activities to increase awareness of world of work, etc.	--	--	--	--	--	--	Oppor. for 100%-stdnts.	Oppor.for 100%-std
6. Sr. high work experience programs.	--	--	--	--	--	--	Provided	Provided
7. School-community collaboration in providing a career entry council to serve all school leavers.	--	--	--	--	--	--	Established	Establd
8. Competency based system of educational assessment with emphasis on performance evaluation as a prime factor for high sch. graduation	--	--	--	--	--	--	--	ommitted to this system
9. Year around school.	--	--	--	--	--	--	--	Operational
0. Programatic procedures with reference to last two criteria have produced clear and positive results.	--	--	--	--	--	--	--	Based on research results.

Prepared by:
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Wis. K-12 Career Education Consortium

Figure 1

PROJECTED INCREMENTAL IMPROVEMENT IN CAREER EDUCATION IMPLEMENTATION

By Wisconsin K-12 Career Education Consortium Members

During the Period from July, 1975 through June, 1976

USOE IMPLEMENTATION CATEGORY

LEA	1	2	3	4	5	6	7	8
Eau Claire				7/75 ———	———	——— 6/76		
Kimberly		7/75 ———	———	——— 6/76				
Madison					7/75 ———	———	——— 6/76	
Oregon			7/75 ———	———	——— 6/76			
Shawano			7/75 ———	———	——— 6/76			
Sheboygan	7/75 ——— (systemwide) ——— 6/76							
			7/75 ———	———	——— 6/76 (model schools)			
Watertown			7/75 ———	———	——— 6/76			

Table 6

Sample Summary of Career Education Activities
Used by Elementary Teachers in the WCEC During 1975-76

	Teacher	Score	Omit	1* Never	2	3	4	5	6
1.	1	26	0.00	0.00	0.43	0.00	0.27		
2.	2	32	0.00	0.09	0.26	0.15	0.27	0.09	
3.	3	23	0.00	0.27	0.43	0.15	0.09		
4.	4	37	0.00	0.09	0.00	0.55	0.27	0.00	0.00
5.	5	42	0.00	0.00	0.09	0.55	0.00	0.18	0.18
6.	6	41	0.00	0.00	0.09	0.55	0.00	0.27	0.09
7.	7	26	0.00	0.27	0.18	0.45	0.09		
8.	8	27	0.00	0.27	0.27	0.18	0.27		
9.	9	44	0.00	0.09	0.00	0.45	0.09	0.00	0.36
10.	10	42	0.00	0.00	0.09	0.55	0.00	0.18	0.18
11.	11	23	0.00	0.55	0.00	0.27	0.18		
12.	12	24	0.00	0.36	0.36	0.09	0.09	0.09	
13.	13	26	0.00	0.00	0.64	0.36			
14.	14	16	0.36	0.00	0.45	0.18			
15.	15	27	0.00	0.27	0.55	0.00	0.00	0.00	0.18
16.	16	37	0.00	0.00	0.18	0.55	0.00	0.27	
17.	17	41	0.00	0.00	0.09	0.55	0.00	0.27	0.09
18.	18	41	0.00	0.00	0.09	0.55	0.00	0.27	0.09
19.	19	15	0.00	0.64	0.36				
20.	20	15	0.00	0.64	0.36				
21.	21	44	0.00	0.00	0.18	0.27	0.09	0.27	0.18
22.	22	36	0.00	0.09	0.18	0.36	0.18	0.09	0.09
23.	23	22	0.00	0.27	0.45	0.27			
24.	24	28	0.09	0.09	0.36	0.09	0.36		
25.	25	28	0.00	0.18	0.27	0.36	0.18		
26.	26	33	0.00	0.18	0.27	0.09	0.27	0.18	
27.	27	32	0.00	0.27	0.18	0.18	0.09	0.27	
28.	28	28	0.00	0.27	0.27	0.18	0.18	0.09	
29.	29	26	0.00	0.55	0.09	0.00	0.37	0.00	0.09
30.	30	29	0.00	0.00	0.55	0.27	0.18		
31.	31	24	0.00	0.09	0.64	0.27			
32.	32	40	0.00	0.00	0.27	0.27	0.09	0.27	0.09
33.	33	12	0.00	0.91	0.09	0.00	0.00	0.00	0.00

*Key: 1 = Never, 2 = 1-2 Times, 3 = 3-5 Times, 4 = 6-10 Times, 5 = 11-20 Times, 6 = 21 or More Times

given by the teachers listed. For example, Teacher 1 has a score of 26 which indicates that this person had used several career education activities. A score of 11 would indicate that none of the activities listed had been used. The columns to the right under the "Omit", "1", "2", "3", "4", "5", and "6" headings present the proportion of responses each person made in these categories. Category 1 indicates the proportion of responses which were in the "Never" column on the survey form. Those in column 2 indicate the proportion of activities which were checked as being used once or twice. Three represents those activities used three to five times. Four indicates those activities used six to ten times. Five indicates those activities used eleven to twenty times and six representes those used twenty-one or more times.

To ascertain if a school system had reached the level of activities required for their incremental change category, the third party evaluators reviewed the data given in Table 6 for that school. To determine if 75 percent of the elementary teachers had five or more activities the third party evaluators reviewed the proportion of "omits" and "one" responses. If these two totaled 54 percent or less the teacher was judged as having utilized five activities.# If this percentage was more than 54 percent, the response pattern under the headings "2", "3", "4", "5", and "6" was reviewed to determine if the level of use of specific activities indicated the utilization of five or more career education activities. If it did, the person was then recorded as having met the five activities criterion. To determine the utilization of specific activities such as field trips, the output summary for the appropriate item on the survey instrument was reviewed to determine the number of field trips and the number of persons using them. Table 7 presents the item analysis for all of the WCEC school systems. The item analysis for each school in the

#11 activities x .46 = 5 activities.

Table 7

Career Education Activities Used By
Elementary Teachers in the WCEC During 1975-1976

Item	Mean	Standard Deviation	Omit	1* Never	2	3	4	5	6
1	2.62	1.33	4%	21%	29%	25%	11%	6%	4%
Preparing materials			21	110	154	129	37	2	20
2	2.04	1.15	3%	40%	29%	15%	8%	3%	1%
Parents discuss job			16	210	154	79	44	16	4
3	2.12	1.03	4%	31%	35%	22%	6%	2%	0%
Outside speakers			20	161	183	113	33	11	2
4	1.09	0.92	4%	37%	40%	14%	3%	2%	0%
Field trips			21	193	208	74	18	8	1
5	2.45	1.06	4%	17%	39%	25%	11%	3%	1%
Tools and materials			21	87	206	131	59	14	5
6	3.59	1.34	2%	7%	14%	27%	26%	15%	9%
Films and slides about work			11	34	71	142	133	78	49
7	2.76	1.36	4%	21%	23%	24%	18%	7%	3%
Records and tapes about work			19	110	121	124	95	36	18
8	3.26	1.44	3%	13%	19%	25%	21%	13%	7%
Printed materials on work			15	66	97	130	108	68	39
9	2.37	1.14	2%	25%	34%	24%	11%	3%	1%
Write about careers and work			10	130	176	125	59	18	5
10	3.80	1.33	3%	3%	14%	24%	27%	17%	13%
Discuss jobs and places of work			15	16	73	126	139	87	67
11	2.58	1.29	3%	23%	27%	26%	14%	5%	3%
Use games and activities to learn about careers			15	122	139	134	72	26	15

Key: 1 = Never
2 = 1-2 Times
3 = 3-5 Times
4 = 6-10 Times
5 = 11-20 Times
6 = 21 or More Times

consortium is presented in Part III.

Data for assessing attainment of the incremental change levels at the elementary levels were also obtained by use of the parent survey (a part of the A-E Kit), on-site visits, and a review of monthly progress reports developed by the local directors in the WCEC. The parent survey provided information on the level of involvement of parents in the career education program. Item 2 on the elementary teacher survey form also provided information on parent involvement in elementary career education programs. On-site interviews were utilized to verify the information provided in the teacher survey forms and to identify unique and creative career education activities utilized by the elementary teachers. The monthly progress reports provided information on the in-service activities, planning activities, and special activities initiated and completed at the elementary level.

An analysis of the survey results from the elementary teachers and the on-site interviews indicated that the elementary teachers in each of the seven school systems were achieving, and in many cases exceeding, the criteria specified in the incremental change category for their school system. As found in many other evaluations, elementary teachers were doing a good job of establishing self-awareness and career awareness.

Middle/Junior/Senior High School. To measure attainment at this level a teacher survey form was designed and distributed to a representative sample of teachers in each of the seven participating schools. A copy of the survey form is included in Part III (Form 6). A list of 27 career education activities was presented in the survey form. Each respondent was asked to indicate (a) the extent of present use of this activity and (b) the degree to which this use had changed from the prior year.

The weighted score analysis program described in the previous section was also used to analyze the data from these teacher surveys. Table 8 presents the use of the 27 activities by the high school teachers in the consortium. (Summaries for each of the participating school systems are presented for junior and senior high schools in Part III of the report).

The activities which were reported as being used most frequently were individual counseling (Item 10), presenting activities which helped students identify their interests and skills (# 25), discussing jobs related to the units or content presented in class (# 28), and encouraging students to think about selecting a career (# 29). Each of these activities had a mean response larger than 3. This would indicate that the respondents were on the average, using these activities slightly more than three times during the year in their classes. Item 28, "discuss jobs related to topics or units presented in class" received the highest mean rating (3.38).

Two activities received mean ratings above 2.5 but less than 3.0. These items were (#7) use of AV media to develop an awareness of self and careers and (#27) activities to start students thinking about making a career decision.

Based on the feedback from the high school teachers, it would appear that one of the basic thrusts of their career education activities is to assist their students in career decision-making through counseling, relating course content to careers, and encouraging students to make career decisions.

Data on incremental changes related to high school teachers were also collected through on-site visits to the selected teachers and classrooms and a review of the monthly progress reports filed by the local directors for the WCEC. Based on these data, the third party evaluators concluded that the high school teachers had met the incremental change levels specified for their

Table 8

Career Education Activities Used by High School Teachers in the WCEC Schools

	Item	Mean	Standard Deviation	Omit	1* Never	2	3	4	5
5.	Field trips	1.53	.87	2% 6	63% 212	26% 88	6% 21	1% 3	3% 9
6.	Visitors or speakers on careers	1.94	1.19	2% 6	48% 164	25% 84	14% 49	4% 13	7% 23
7.	AV media (Slides, films, etc.) on awareness of self and careers	2.71	1.57	2% 8	32% 109	19% 63	15% 51	9% 30	23% 78
8.	Special written materials (brochures, articles, etc.) for Career Education	2.48	1.39	3% 9	32% 109	22% 75	22% 75	6% 22	14% 49
9.	Group counseling	2.10	1.41	4% 15	50% 170	15% 51	13% 43	6% 21	12% 39
10.	Individual counseling	3.20	1.59	3% 10	21% 70	17% 59	15% 52	9% 31	35% 117
11.	Peer counseling (students counsel students)	1.57	1.06	6% 19	66% 224	14% 47	7% 25	3% 10	4% 10
12.	Themes, papers or term papers on career education topics	1.74	1.08	3% 10	57% 192	21% 71	12% 42	3% 9	4% 15
13.	Educational TV	1.66	1.21	3% 11	69% 233	9% 31	10% 33	1% 5	8% 26
14.	Projects on careers and career choice	1.82	1.12	3% 9	53% 180	22% 75	14% 46	4% 13	5% 16
15.	Displays on career education	1.98	1.26	3% 10	47% 159	27% 91	12% 39	2% 8	9% 32
16.	Games (career education)	1.37	.87	5% 18	75% 254	12% 39	4% 13	1% 5	3% 10
17.	Educational Fairs on Careers	1.17	.47	5% 18	82% 278	9% 32	3% 10	0% 1	
18.	Role playing jobs	1.65	1.19	4% 15	67% 226	11% 38	9% 31	1% 5	7% 24
19.	Simulated work situations (class runs a business, etc.)	1.56	1.05	5% 16	66% 225	16% 53	7% 25	1% 2	5% 18

Table 8 (continued)

Item	Mean	Standard Deviation	Omit	1* Never	2	3	4	5
20. Relating language arts to Career Education concepts	2.03	1.42	5% 18	54% 183	12% 39	13% 45	4% 13	12% 41
21. Relating math skills to various occupations	2.18	1.53	7% 25	49% 167	12% 42	12% 41	3% 9	16% 55
22. Relating science and health to various occupations	2.09	1.46	8% 26	51% 173	13% 43	12% 41	3% 9	14% 47
23. Relating social studies to various skills needed in an occupation	2.20	1.50	6% 20	49% 167	11% 37	14% 47	6% 19	14% 49
24. Relating the arts to occupations and leisure activities	2.32	1.53	6% 22	45% 152	13% 43	14% 47	6% 20	16% 55
25. Presenting activities to help all of my students identify their interests and skills	3.05	1.54	4% 15	20% 67	21% 72	19% 63	6% 22	29% 100
26. Interviews, surveys, etc. to help the students become aware of the variety of occupations in their local community	1.88	1.18	2% 7	51% 174	23% 78	14% 47	3% 11	6% 22
27. Activities to start my students thinking about making a career decision	2.63	1.37	2% 6	24% 82	28% 96	22% 73	8% 27	16% 55
28. Discussed jobs related to topics or units presented in class	3.38	1.49	2% 8	15% 50	16% 54	20% 69	11% 36	36% 122
29. Encouraged students to think about selecting a career	3.41	1.49	2% 6	14% 48	15% 52	23% 78	7% 25	38% 130
30. Involved parents in career education activities	1.52	1.00	3% 11	69% 234	14% 47	8% 28	2% 7	4% 12
31. Involved persons from business and industry in our area to help improve my courses	2.09	1.43	3% 9	50% 168	17% 57	16% 55	5% 17	9% 32

*Key: 1 = Never, 3 = 3 Times, 5 = 5 or More Times

schools. (See Part III for the data summaries for each school).

Counselors. Counselor involvement in career education activities in each of the seven school systems was assessed by a survey conducted at the end of the school year, interviews, and an in-depth validation study of the survey instrument. Each of the counselors in the consortium schools received a survey form to complete. A copy of this form (Form 8) is included in Part III.

Part II of this form included a list of career education activities related to the incremental improvement categories listed in Hoyt's Matrix. The summary of the utilization of these activities by all of the counselors in the consortium is presented in Table 9.

The most frequently used strategy to deliver career information was to counsel with individuals (# 17, $\bar{x}$ = 5.3).* Small group counseling was used on a number of occasions (# 18, $\bar{x}$ = 4.4). Many of the students interviewed felt that they would like to have more information and contact with their counselors. From the data collected on the survey and through interviews, it would appear that counselors need to develop more large group and small group techniques in order to provide more contact information, and assistance to all of the students assigned to them. It may also be necessary to reduce the number of students assigned to each counselor. The median number of students reported as assigned to each counselor in the seven WCEC school systems was 448. It may be impractical and impossible to provide much meaningful assistance when a counselor has responsibility for this number of students.

The most frequently reported activities utilized by the counselors dealt with presenting information concerned with career opportunities and career

*These means are based on the following response values: 1 = No Use, 2 = 1-2 Times, 3 = 3-4 Times, 4 = 5-7 Times, 5 = 8-10 Times and 6 = 11 Or More Times.

Table 9

Summary of Career Education Activities
Used by Counselors in the WCEC

Item	Mean	Standard Deviation	Omit	1	2	3	4	5	6
6. Have spoken to classes within my school concerning career education. (Career opportunities, career decision-making, etc.)	3.74	1.67	2% 2	13% 12	9% 8	24% 22	23% 21	6% 6	24% 22
7. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market.	1.64	.84	3% 3	53% 49	29% 27	13% 12	1% 1	1% 1	
8. Have spoken to groups of teachers concerning how they might better utilize career information.	2.61	1.40	1% 1	24% 22	30% 28	22% 20	15% 14	2% 2	6% 6
9. Have disseminated literature related to career education to teachers within my school.	3.80	1.55	1% 1	6% 6	14% 13	28% 26	15% 14	15% 14	20% 19
10. Have helped teachers develop skills needed in assisting students explore careers and/or make career decisions.	2.87	1.60	1% 1	22% 20	29% 27	18% 17	12% 11	8% 7	11% 10
11. Have met with members of the Wisconsin Job Service concerning career education and the services they might offer students.	2.04	1.43	2% 2	47% 44	27% 25	11% 10	4% 4	2% 2	6% 6
12. Have contacted members of local business and industry in order to discover current information concerning job availability, requirements, etc.	2.78	1.79	3% 3	37% 34	14% 13	12% 11	15% 14	8% 7	12% 11
13. Have helped to identify and/or schedule local business people to speak to school classes or groups.	2.84	1.74	4% 4	30% 28	16% 15	19% 18	14% 13	1% 1	15% 14
14. Have used field trips as a means of familiarizing students with various careers.	2.44	1.72	3% 3	42% 39	22% 20	9% 8	8% 7	8% 7	10% 9
15. Have used occupational games as a means of familiarizing students with various careers.	1.94	1.50	5% 5	59% 55	10% 9	13% 12	3% 3	4% 4	5% 5
16. Have conducted or assisted with a follow-up study of our former students.	1.77	1.24	5% 5	53% 49	29% 27	4% 4	3% 3	1% 1	4% 4

Table 9
(continued)
Summary of Career Education Activities
Used by Counselors in the WCEC

Item	Mean	Standard Deviation	Omit	1	2	3	4	5	6
17. Have worked with individual students assisting them with career choices.	5.36	1.35	1% 1	4% 4	3% 3	3% 3	5% 5	9% 8	74% 69
18. Have counseled small groups of students on career choices.	4.42	1.71	4% 4	9% 8	6% 6	14% 13	16% 15	9% 8	42% 39
19. Have discussed interest and achievement scores as they relate to career choice and course selection with students.	4.73	1.85	3% 3	13% 12	3% 3	8% 7	9% 8	5% 5	59% 55
20. Have requested our librarian and/or media specialist to order career education materials.	3.47	1.67	4% 4	11% 10	25% 23	13% 12	22% 20	8% 7	18% 17

Key: 1 = 0 Times
2 = 1-2 Times
3 = 3-4 Times
4 = 5-7 Times
5 = 8-10 Times
6 = 11 or More Times

decision-making (# 6), disseminating literature relating to career education to teachers (# 9), discussing interest and achievement scores as they related to career choice (# 19), and requesting the school librarian or media specialist to order career education materials (# 20). The average use of these activities was at least three times during the year. In some instances, the means exceeded this.

The next most frequently used activities, with average use falling between 2.5 and 3.0 on the survey, were speaking to groups of teachers concerning how they could better use career information (# 8), helping teachers develop skills needed to assist students in exploring careers in making career decisions (# 9), contacting members of local businesses in order to obtain current information on job availability and requirements (# 12), and helping to identify and schedule local business people to speak to school classes (# 13). Two major concepts of career education were encompassed in this cluster of activities: (1) assisting teachers to become more knowledgeable on how to present career information and assist with career decision-making, and (2) identifying local resources.

In the last section of the survey form, counselors were asked to list the amount of time they devoted to each of eight major activity clusters. These eight areas were identified from counselor roles suggested in the professional counseling literature. The areas included individual counseling on social and personal problems, job placement, and assisting students in career decision-making. The average percentage of time reported in each of the school systems for each of the activity clusters is reported in Table 10. Counseling for social and personal problems takes the largest amount of the counselor's time. The least amount of time is devoted to job placement. Most counselors spend a considerable amount of time on administrative tasks and details. In all but

Table 10

Percentage of Counselor Time Devoted to Selected Counseling Tasks

Counseling Activity	E.C.	Kim	Mad	Ore	Sha	She	Wat
Counseling on careers and assisting with career decision-making.	12.5#	18.3	18.5	17.8	26.0	19.6	19.4
Counseling on social and personal problems.	43.0	40.0	36.5	22.5	30.0	39.2	40.6
Job placement.	2.3	3.0	3.5	3.7	5.3	4.2	15.0
Assisting students with college enrollment forms.	8.3	12.5	10.3	6.5	13.3	9.4	15.0
Assisting students with vocational-technical school enrollment forms.	8.1	7.5	7.6	4.8	13.3	5.0	15.0
Assisting teachers provide career information and exploration.	6.2	3.7	5.0	11.5	3.0	8.6	4.8
Assisting students in planning their high school programs.	14.4	7.5	17.3	15.0	21.6	17.9	13.2
School related administrative tasks and details.	13.7	16.7	16.5	16.3	6.3	14.1	16.4

#Average percentages reported by the counselors in each system. The percentages for a school may not total 100% since each counselor was not asked to make her/her total = 100%.

one of the schools, the average percentage of time reported for these tasks and details ranged from 13.7 to 16.7 percent. It would appear that counselors need to review their priorities and work to reduce the amount of time spent on administrative details while increasing the amount of time spent on such activities as job placement and career counseling.

A master's degree study conducted by Taylor (1976) indicated that the data from the counselor survey were valid. His interviews with counselors, teachers and students collaborated the response patterns found on the counselor survey forms for the school system in which he did his research. Also, the data collected in the on-site visits by the third party evaluation team indicated that the survey data present an accurate picture of the career education activities in which counselors engaged.

Additional Data. As noted above, on-site interviews were conducted in each of the consortium school systems. In addition, minutes of career education meetings and advisory committee meetings were reviewed to determine the career education activities planned and initiated in each school. Other documents such as North Central reports, career education plans, and evaluation reports were also reviewed.

Conclusions. After reviewing the data described above, the third party evaluators concluded that each of the consortium schools had attained its goal of improving by two incremental levels.

Objective 4: Pilots and Processes Developed to be Disseminated In and Out of State

Eau Claire. Cliff Stanford presided over a sectional meeting at the UW-Stout Guidance Conference, February 12, 1976. The presentation discussed how Job Service personnel were utilized in the Eau Claire area high schools to place students as a part of the entire career education process. Approximately

ten persons from schools not in the Wisconsin Career Education Consortium attended this sectional. Verbal comments indicated that they found the information helpful.

A Northwestern Wisconsin Career Education Dissemination Workshop was held April 22, 1976 at the Eau Claire Holiday Inn for all teachers, counselors, and administrators in CESAs 4, 5, and 6. Approximately 150 persons attended the conference. There were displays of career education materials by commercial distributors and exhibits of products developed within the Eau Claire school system as a result of participation in the WCEC Project. Following dinner there were four panel presentations: elementary, secondary, guidance and media section meetings. Of the persons responding to the reaction form, almost three-fourths indicated that the presentation that they attended was extremely relevant or very relevant. More than one-half thought that the information that they learned would be extremely useful or very useful and more than one-third thought it would be of some use. (See Table 11 for a summary of the participants' responses).

One-half of the respondents indicated that they had found five or more ideas in the displays and one-fourth had found three to four ideas and thirteen percent had found one to two ideas that they could use as career education resources.

Almost one-half of the participants were teachers and a third were counselors. One-half indicated that they were moderately involved in career education, a third were actively involved and ten percent were very actively involved. They were evenly divided between elementary and secondary, one-half being in each group.

The general impression conveyed by participants was that it was a worthwhile experience, both being in the WCEC project, developing career

3rd Party Evaluation
UW-Stout 4/22/76

Wisconsin Career Education
Consortium Project

Table 11

Summary
30 Respondents

Northwestern Wisconsin Career Education
Dissemination Workshop Reaction Form

Please check appropriate responses and write brief comments when indicated.

1. Which career education sectional did you attend?

23%	7 (1)	Elementary sectional	23%	7 (3)	Counselor sectional
43%	13 (2)	Secondary sectional	7%	2 (4)	Media sectional

2. The content of the presentation was:

30%	9 (1)	extremely relevant	7%	2 (4)	of little relevance
43%	13 (2)	very relevant		___ (5)	not relevant at all
17%	5 (3)	somewhat relevant			

3. To what extent do you think the career education material presented in the panel discussions will be useful in your classroom/school?

10%	3 (1)	extremely useful	10%	3 (4)	of little use
43%	13 (2)	very useful		___ (5)	not useful at all
37%	11 (3)	of some use			

4. To what extent are you involved in career education?

7%	2 (1)	very actively involved	10%	3 (4)	minimally involved
33%	10 (2)	actively involved		___ (5)	This presentation is my first encounter with career education.
50%	15 (3)	moderately involved			

5. What additional information or resources do you need to implement the career education knowledge you gained today?

6. As I browsed through the Career Education displays, the number of materials and ideas that I found that will be useful to me is:

50%	15 (1)	5 or more	7%	2 (4)	none
27%	8 (2)	3-4	3%	1 (5)	I did not browse through the displays.
13%	4 (3)	1-2			

7. Your position in the school system?

47%	14 (1)	Teacher	3%	1 (4)	Media Specialist
7%	2 (2)	Administrator		___ (5)	LVEC
33%	10 (3)	Counselor	10%	3 (6)	Other (Please specify) _____

Please turn to other side.

Table 11 (continued)

8. Grade levels with which you are involved:

48%	31%	16	(1)	K-3	50%	27%	14 (3) 7-9
	17%	9	(2)	4-6		23%	12 (4) 10-12

If you have checked answers 3 or 4, please respond to item 9.

9. If you teach grades 7-12, what subject(s) do you teach?

	___	(1)	Art	3%	1	(7)	Science
	___	(2)	English	7%	2	(8)	Social Studies
	___	(3)	Foreign Language		___	(9)	Special Education
3%	1	(4)	Mathematics	10%	3	(10)	Vocational Education
	___	(5)	Music	10%	3	(11)	Other (Please specify)
	___	(6)	Physical Education				_____

10. School district you are from: _____

11. What did you like most about the dissemination workshop.

12. What did you like least about the disseminiation workshop.

13. General Comments:

Thank you for your response.

education materials, sharing with non-participating schools, and also being the recipients of the shared resources.

Kimberly, Shawano and Sheboygan: Jerry Kain, Fred Ponschok, and Al Stessman arranged to have their dissemination conference in conjunction with the Northeastern Wisconsin Education Association Convention, April 9, 1976 in Neenah. There were six career education sectional meetings presented in addition to a display of resources that had been developed by the schools participating in the WCEC project. Approximately 200 persons visited the display area. Undoubtedly there would have been more had not the convention planning committee placed the career education portion of the program in a building separated from the one where the majority of the other presentations were given. It was a situation that was not foreseen but will be corrected in future dissemination activities.

Of the persons giving their reactions to the career education presentations, almost one-half thought that they were extremely relevant, and about one-fourth thought the content was very relevant, and the remaining one-fourth indicated it was somewhat relevant. More than four-fifths of the respondents felt that the presenters exhibited a thorough knowledge of their subject and one-fifth thought that they exhibited a thorough knowledge of their subject and one-fifth thought that they exhibited adequate knowledge. (See Table 12 for a summary of responses).

Almost one-half of the participants reported that the information gained would be extremely useful in their classroom/school and one-fourth each thought it would be very useful or of some use.

About one-third of the persons indicated that they were very actively involved in career education. Two-fifths were actively involved and one-fifth were moderately involved. Approximately two-thirds were teachers, one-fourth

Summary
N = 32

Northeastern Wisconsin Education Association Convention

Reaction Form for Career Education Sectionals

Please check appropriate responses and write brief comments when indicated.

1. Career education sectional you attended:

16% 5 (1) "How to Integrate Career Development into Elementary Curriculum" and "Sharing Career Education Activities Via an In-House Newsletter"
___ (2) "Career Education through Student Self-Learning Interest Centers"
53% 17 (3) "Career Education Through Classroom Guidance or Who Am I 101"
16% 5 (4) "Establishing a Job Placement and Career Education Program for High School Students"
___ (5) "Utilizing a Team Approach to Comprehensive Career Exploration at the Junior High School"
16% 5 (6) "How T.A. is Used in the Total Career Education Junior High Program"

2. The content of the presentation was:

44% 14 (1) extremely relevant
28% 9 (2) very relevant
22% 7 (3) somewhat relevant
6% 2 (4) of little relevance
___ (5) not relevant at all

3. The presenter exhibited:

84% 27 (1) a very thorough knowledge of the subject
16% 5 (2) adequate knowledge of the subject
___ (3) less than adequate knowledge of the subject

4. To what extent do you think the career education material presented will be useful in your classroom/school?

41% 13 (1) extremely useful
28% 9 (2) very useful
28% 9 (3) of some use
3% 1 (4) of little use
___ (5) not useful at all

5. To what extent are you involved in career education?

31% 10 (1) very actively involved
44% 14 (2) actively involved
19% 6 (3) moderately involved
6% 2 (4) minimally involved
___ (5) This presentation is my first encounter with career education.

6. What additional information or resources do you need to implement the career education knowledge you gained today?

7. Your position in the school system?

62% 21 (1) Teacher
6% 2 (2) Administrat
15% 5 (3) Counselor
9% 3 (4) Media Specialist
9% 3 (5) LVEC
___ (6) Other (Please specify) _____

8. Grade levels with which you are involved:

20% 9 (1) K-3
30% 13 (2) 4-6
27% 12 (3) 7-9
23% 10 (4) 10-12

If you have checked answers 3 or 4, please respond to item 15.

9. If you teach grades 7-12, what subject(s) do you teach?

___ (1) Art
___ (2) English
___ (3) Foreign Lang.
___ (4) Mathematic
___ (5) Music
___ (6) Physical Ed.
9% 3 (7) Science
___ (8) Social Studies
___ (9) Special Education
19% 6 (10) Vocational Ed.
6% 2 (11) Other (please specify) _____

10. School district you are from: _____

11. What did you like most about the presentation?

12. What did you like least about the presentation?

13. General Comments:

Thank you for your response.

were administrative personnel, and fifteen percent were counselors. They were evenly divided between elementary and secondary elvels.

There was good cooperation among the consortium schools resulting in a well planned program. It was unfortunate that the convention planning committee placed the career education portion of the program out of the general traffic pattern. However, those that had a special interest in career education sought it out and reported it to be a valuable experience to see and hear what the schools in the consortium are doing.

Oregon and Madison: Ellen Meister and Roland Cross sponsored a joint working conference on April 21, 1976. The major thrust of this conference was assessing and evaluating various components of career education. About twelve persons attended, two-thirds were counselors, and the rest being evenly divided among administration, teaching and LVECs. One-half reported that they were very actively involved in career education, and one-third were actively involved. The participants included about one-fourth elementary personnel and the rest were involved with secondary education. (See Table 13 for a summary of responses).

The participants had an opportunity to attend about three of the presentations concerning seven components of career education. Two-fifths of the persons thought the instrumentation that was presented to assess and evaluate career education would be extremely useful in their classroom/school. About one-third each thought that it would be very useful or of some use.

The personal comments that were written on the reaction forms in addition and the marked responses indicated very positive feedback for arranging the working conference to exchange and share ideas.

Watertown: Eileen Scott organized a Career Search Day May 6, 1976. There were approximately thirty displays and exhibits representing the world

Summary
N = 10

Southern Wisconsin Career Education Evaluation
Working Conference Reaction Form

1. Which of the following components of career education did you desire to know more about assessing and evaluating?

12%	3 (1)	Inservice effects	16%	4 (5)	Curriculum materials value
16%	4 (2)	Classroom activities	8%	2 (6)	Published materials evaluation
12%	3 (3)	Community resource involvement	24%	6 (7)	Staff understanding/attitudes
				(8)	Other (please specify)
12%	3 (4)	Career development competencies			_____

2. To what extent will the instrumentation be useful in your classroom/school in assessing and evaluating career education?

40%	4 (1)	extremely useful	(4)	of little use
30%	3 (2)	very useful	(5)	not useful at all
30%	3 (3)	of some use		

3. What additional information or resources do you need to implement the career education instruments that you discussed today?

3 Comments

4. To what extent are you involved in career education?

50%	5 (1)	very actively involved	10%	1 (4)	minimally involved
30%	3 (2)	actively involved		(5)	This presentation is my first encounter with career education.
10%	1 (3)	moderately involved			

5. Your position in the school system?

10%	1 (1)	Teacher		(4)	Media Specialist
10%	1 (2)	Administrator	10%	1 (5)	LVEC
60%	6 (3)	Counselor	10%	1 (6)	Other (Please specify)
					_____

6. Grade levels with which you are involved:

11% 2 (1) K-3 11% 2 (2) 4-6 28% 5 (3) 7-9 44% 8 (4) 10-12 6% 1 other

If you have checked answers 3 or 4, please respond to item 15.

7. If you teach grades 7-12, what subject(s) do you teach?

	(1)	Art	(7)	Science
	(2)	English	(8)	Social Studies
	(3)	Foreign Language	(9)	Speical Education
	(4)	Mathematics	(10)	Vocational Education
	(5)	Music	30% 3 (11)	Other (Please specify)
	(6)	Physical Education		_____

8. School district you are from: _____

9. General Comments: (on the back) 5 Comments

Thank you for your response.

of work from Watertown and the surrounding area. Each exhibit or booth had a person who performed the job that was displayed. Some of the booths also had high school students who had visited that particular job, or who worked there part-time to help explain the occupation. Teachers, counselors, parents, and students attended.

Verbal comments from the students and parents indicated that they had learned of several career opportunities in the Watertown area of which they had not previously been aware.

Several of the persons representing occupations in the community said that they were glad to have the opportunity to inform students, who could be potential employees, about the career opportunities that were available. The Career Search Day appeared to promote good community/school relations and to strengthen the link between education and the world of work. (See Tables 14 and 15 for an evaluation from Business and Industry representatives and students).

Wisconsin K-12 Career Education Consortium News. Beginning in September 1975 a monthly newsletter (WCEC News) about career education and especially consortium activities was sent to all of the school districts in Wisconsin and to each state school superintendent. A survey form was designed to assess the impact of the WCEC News and was mailed in March, 1976. There were 247 responses, approximately a 40 percent return. Respondents indicated that almost one-fifth read the newsletter thoroughly, a little more than one-half read selected articles, and one-fourth skimmed the contents for future reference.

WCEC News was reported to have significant content and more than one-half stated that they had used ideas or information gained from the newsletter. The persons to whom the WCEC News was addressed indicated that they shared it equally among administrators, teachers and counselors.

Table 14

Career Search 1976
(Watertown)
Evaluation of Business and Industry

	Poor	Fair	Good	Excellent
How do you rate this Career Search Event?	-	2	15	13
What is your rating of student interest?	2	13	13	4
Facility?	1	-	27	5
Preparation?	-	1	22	6
Times of year?			18	12

Other Suggestions:

Additional electric supply - or prior planning to equalize load.
Need only be on an every other year basis.
Eliminate free 7-Up.
All booths should have action..
Afternoon session with representatives in classroom situations with students selecting 3-4 areas of interest, each session 20-40 minutes.
Need more students in booths.
Screen students and have them visit professions.
Need more brochures.
Emphasize to students the purpose is to explore careers and long-range opportunities, not immediate employment.
Put Agri-Business in separate area to wholesale.
Larger displays should be towards back.
Eliminate junior high students.
Interest shown in florist, nursery training.
Students used time for social period rather than investigating careers.
Beauty demonstration caused jam-up.
Lack of leadership by senior high counselors dampened enthusiasm of the students planning the event.
More follow-up for better planning next year.
Get together immediately to evaluate program.
Somewhat earlier date may be helpful for those planning employment after graduation.
Feedback from students as to what their interests are.
Student participation not too effective, but could be developed.

Will you participate next year?	15 Yes	See
Will you be chairman for Division?	10 Yes 3 Possibly	Separate
May we add your name to speakers list?	18 Yes	Listing

Table 15

Watertown
Career Search 1976
Student Survey

A. I Attended Career Search:

Yes	No	
65	7	Twelfth Grade
103	9	Eleventh Grade
97	9	Tenth Grade
347	9	Ninth Grade

B. If "No" why not?

Twelfth Grade

Worked at home - 2
Sick
No study hall - 3
Career already chosen

Eleventh Grade

No study hall
No time - 3
Absent - 4
No interest

Tenth Grade

Job
Absent
No study hall - 6
No interest - 2

Ninth Grade

Sick

C. Was the career you were interested in represented?

Yes	No	
44	11	Twelfth Grade
50	50	Eleventh Grade
61	35	Tenth Grade
182	164	Ninth Grade

D. Were the representatives able to answer your questions?

Yes	No	
44	11	Twelfth Grade
79	13	Eleventh Grade
82	12	Tenth Grade
248	95	Ninth Grade

Approximately three-fifths of the respondents stated that their awareness and understanding of career education has been increased as a result of WCEC News and the other two-fifths indicated that they already had a good understanding and awareness from being involved in career education. Eighty-four percent expressed a real need to have a vehicle for disseminating career education information between schools and indicated that the WCEC News was valuable and should be continued. (See Table 16 for a complete summary of the survey results).

State-Wide Leadership Conference for Career Education. On June 8, 1976, approximately 375 persons from education, business, industry and labor communities attended the state-wide dissemination conference in Madison. The conference format included a keynote speaker, Dr. Bruce Shertzer, Chairman of the National Advisory Council for Career Education, a panel of educational, business, industry and labor leaders, with small-group discussions following each presentation.

In responding to a reaction form to evaluate the conference, three-fifths of the participants reported an overall evaluation of the conference as excellent or very good. Sixty-one percent of the participants indicated that the content in the keynote address and the panel presentation was extremely relevant or very relevant, and a little less than one-third thought that the content of each was relevant.

Concerning the small group follow-up discussion, sixty-two percent thought that these were extremely or very relevant and about one-fourth thought they were relevant.

There was time for conference participants to view a display of the career education assessments and evaluation instruments and demonstration packets

Form 1
2/24/76

Table 16

CVTAE
UW-Stout

Summary
N = 247
40% return

WISCONSIN K-12 CAREER EDUCATION CONSORTIUM NEWS SURVEY

Directions: We are interested in your reactions and opinions regarding the WCEC News and appreciate you taking the time to respond to this survey. Please check appropriate responses and write brief comments when indicated.

1. How much time do you usually spend reading WCEC News?

46 19% (1) Enough time to read everything thoroughly.
79 32% (2) Time to read selected articles.
62 25% (3) Just skim over the contents.
7 3% (4) Have not usually taken time to read it.

2. Do you find the newsletter has significant content?

34 14% (1) Yes, always.
131 53% (2) Yes, usually.
67 27% (3) Yes, once in awhile.
8 3% (4) No.

3. How many of the ideas or resources presented in the newsletter have you subsequently used in your school or classroom?

9 4% (1) 5 or more.
67 27% (2) 2 to 4 ideas.
29 12% (3) 1 idea.
104 42% (4) None yet.

4. Please list some of the ideas or resources which you have used or plan to use.

5. With whom do you share the WCEC News? (check all that apply)

82 22% (1) administrators.
91 25% (2) teachers.
101 27% (3) counselors.
45 12% (4) others (please specify) _____
40 11% (5) not applicable, it is filed.

6. How do you share the WCEC News with the persons you noted above? (check all that apply)

75 23% (1) through discussion on a one-to-one basis.
20 6% (2) faculty at departmental meetings.
142 43% (3) circulate by school mail routing procedure.
27 8% (4) posted on bulletin board.
20 6% (5) other. (please specify) _____
30 9% (6) not applicable, it is filed.

7. Has your awareness and understanding of career education been increased as a result of the WCEC News?

18 7% (1) Yes, a great deal.
125 50% (2) Yes, somewhat.
95 38% (3) No, I was already involved with career education.
5 2% (4) No, I am not involved with career education.

8. How would you rate the usability (layout, quality of reproduction, ease of reading) of the WCEC News?

39 16% (1) very useable.
103 44% (2) useable.
83 33% (3) adequate.
7 3% (4) needs improvement. (please specify) _____
3 1% (5) I have not [illegible]

9. What features not included in the WCEC News would you like to see in future issues?

Table 16 (continued)

Form 1
Page 2

Following are statements about WCEC News. Please circle the number of the response that best reflects your opinion.
1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree, 5=Strongly Disagree

		SA	A	U	D	SD
10.	There is a real need for disseminating career education information between schools via a newsletter such as WCEC News.	84% 41% 1 101	43% 2 107	10% 3 24	2% 4 4	2% 5 4
11.	The WCEC News has given me a broader perspective of career education on a national level as well as statewide and locally.	64% 8% 1 20	56% 2 139	21% 3 51	8% 4 20	2% 5 4
12.	WCEC News has done a good job of informing me about what other teachers and schools are doing in career education.	75% 13% 1 31	62% 2 153	16% 3 39	4% 4 10	1% 5 2
13.	WCEC News has been helpful in identifying resources and materials for instructional use.	66% 9% 1 22	57% 2 141	21% 3 53	6% 4 15	1
14.	The information in WCEC News is up-to-date and is written in an accurate and authoritative manner.	72% 13% 1 33	59% 2 145	17% 3 42	4% 4 10	
15.	The WCEC News has presented several ideas that were new to me.	62% 12% 1 29	50% 2 124	21% 3 53	11% 4 27	1% 5 3
16.	WCEC News is very valuable and should be continued.	71% 20% 1 50	51% 2 126	21% 3 51	2% 4 5	1% 5 3

17. Your position in the school system:

13 5% (1) teacher.
71 27% (2) administrator.
54 20% (3) counselor.
34 13% (4) LVEC
13 5% (5) Supervisor of Curriculum
32 12% (6) Local Coordinator of K-12 Career Ed.
43 16% (7) Other (please specify) _____

18. Area of residence:

161 65% (1) Wisconsin.
6 2% (2) USOE Region I (CT., ME., MA., NH., RI., VT.)
6 2% (3) USOE Region II (NY., NJ., PR., VI.)
8 3% (4) USOE Region III (DE., MD., PA., VA., WV., DC.)
16 6% (5) USOE Region IV (AL., FL., GA., KY., MS., NC., SC., TN.)
15 6% (6) USOE Region V (other than WI - IL., IN., MI., MN., OH.)
5 2% (7) USOE Region VI (AR., LA., NM., OK., TX.)
5 2% (8) USOE Region VII (IA., KS., MO., NB.)
4 2% (9) USOE Region VIII (CO., MT., ND., SD., UT., WY.)
5 2% (10) USOE Region IX (AZ., CA., HI., NV.)
11 4% (11) USOE Region X (AK., ID., OR., WA.)

Thank you for your response.

Please return the completed form by April 15 to: Center for Vocational, Technical and Adult Education
Third Party Evaluator for WCEC Project
UW-Stout
Menomonie, WI 54751

kj

developed by the consortium. One-fourth thought that these materials would be useful in their classroom/school and about one-half thought they would be very or extremely useful.

Comments written on the reaction forms were generally positive especially noting it had been a valuable experience to meet together with other persons interested in career education. (See Table 17 for a complete summary of the evaluation results).

Resource Persons. As is noted in the portion of this report prepared by the consortium as a whole, it is difficult to assess the impact of consortium members serving as resource persons. And yet this is a very important function. As a result of personal contacts made this past year working with the consortium, they will be called upon more often in the future for career education information.

Dissemination Within. Each school system in the consortium conducted activities that disseminated career education information within the LEA. Some means used to do this were in-service, newsletters, and opportunities for educators to visit area business, industry and labor establishments.

Assessment and Evaluation Kit and Demonstration Facets. At each dissemination event the assessment and evaluation instruments and demonstration facets were available for inspection by participants. They were a center of interest and significant numbers of the materials have been requested by persons attending the regional and state dissemination events.

Objective 5: Attainment of LEA Objectives

Eau Claire. Two specific local objectives were identified in the proposal for Eau Claire. Increasing the quality and quantity of classroom activities which would infuse the 16 Wisconsin career education concepts and increasing the involvement of the guidance and counseling staff with career education

Table 17

140 RESPONSES

Statewide Leadership Conference for Career Education

Reaction Form

Please check appropriate responses and write brief comments where indicated.

1. The content of the keynote address was:

10	7%	(1)	extremely relevant
76	54%	(2)	very relevant
39	28%	(3)	somewhat relevant
11	8%	(4)	of little relevance
1	1%	(5)	not relevant at all

2. To what degree were the morning follow-up small group discussions relevant to the objectives of this conference?

25	18%	(1)	extremely relevant
62	44%	(2)	very relevant
35	25%	(3)	somewhat relevant
11	8%	(4)	of little relevance
3	2%	(5)	not relevant at all

3. The content of the afternoon panel was:

23	16%	(1)	extremely relevant
63	45%	(2)	very relevant
43	31%	(3)	somewhat relevant
6	4%	(4)	of little relevance
2	2%	(5)	not relevant at all

4. To what degree were the afternoon follow-up small group discussions relevant to the objectives of this conference?

23	16%	(1)	extremely relevant
64	46%	(2)	very relevant
30	21%	(3)	somewhat relevant
11	8%	(4)	of little relevance
1	2%	(5)	not relevant at all

5. To what extent do you think the career education assessment and evaluation instruments and demonstration packets developed by the Wisconsin Career Education Consortium and displayed today will be useful in your classroom/school?

19	14%	(1)	extremely useful
44	31%	(2)	very useful
35	25%	(3)	of some use
9	6%	(4)	of little use
1	1%	(5)	not useful at all
17	12%	(6)	did not view these materials

6. What additional information or resources do you need to implement the career education knowledge you gained today?

61 Comments (44%)

7. Your overall evaluation of the conference:

12	9%	(1)	excellent	30	21%	(3) good
71	51%	(2)	very good	24	17%	(4) fair

8. Group(s) you represent and your occupational title?

2	1%	(1)	Business	
3	1%	(2)	Industry	
2	1%	(3)	Labor	
3	1%	(4)	Professions	
8	4%	(5)	Agencies	
4	2%	(6)	Civic/Service Org.	
9	4%	(7)	Parents	
26	13%	(8)	Elementary Schools	
42	20%	(9)	Junior High/Middle Schools	
71	34%	(10)	High School	
4	2%	(11)	VTAE Schools	
2	1%	(12)	Colleges or Universities	
15	7%	(13)	Other	

9. General Comments:

58 Comments (41%)

Please leave this form in the box by the door.

Thank you for your response.

activities were established as local goals. Information collected through the teacher survey, counselor survey, and on-site interviews were used to assess attainment of these objectives.

In the fall of the 1975-76 school year the local project director developed a plan to fund mini-projects using the Eau Claire System's allocation from the consortium budget. An announcement of the availability of these funds and the procedures for applying was distributed to all staff members in the Eau Claire Public School Systen. As a result of this announcement, a variety of small projects was funded. In many instances, these projects involved several classroom teachers and administrators as a part of the activities. In addition to the mini-projects, classroom teachers were provided with access to career education materials, some in-service sessions, and assistance when requested.

Based on the information obtained through on-site interviews with participants in the mini-projects and other teachers, it was determined that the mini-projects had stimulated considerable activity and work on further developing materials and activities related to the 16 career education concepts in the Wisconsin Guide. Those teachers not directly or secondarily involved with the mini-projects gave less evidence of having increased their use of content and activities related to the concepts. This observation was also substantiated by the data from teacher survey form 6. The second response to each of the career education activities asked the teacher to identify the relative use of the activities during the 1975-76 year contrasted with the previous year. Overall, the Eau Claire teachers indicated that their usage had stayed approximately the same. (The responses to this part of the survey are reproduced in Part III of this report).

Based on the data collected through on-site interviews, it was determined that the counselors had increased their involvement with career education

activities. A summary of the counselor activities utilized by the Eau Claire counselors is presented in Part III with the summaries for the other school systems. In addition, the third party evaluators visited the career resource centers and reviewed the procedures and resource file used for placing the students in businesses and industries in the community.

It was the judgment of the third party evaluators that the Eau Claire Public School System achieved its objectives related to increasing the involvement of guidance and counseling and partially achieved the objective to increase the quality and quantity of classroom activities related to the 16 career education concepts. Staff involved with the mini-projects gave evidence that they had significantly increased the manner of activities related to these concepts. From the information available to the third party evaluators it appeared that the remainder of the teachers had not increased their activities related to these concepts.

Kimberly. Kimberly had four local objectives. Each one will be discussed separately in the following paragraphs.

Responses to item 8 on the counselor survey form indicated that the counselors had presented a number of sessions for teachers. In addition, on-site interviews indicated that teachers had had the opportunity to interact with counselors and to gain information on career education. Thus, it was the conclusion of the third party evaluators that this objective had been met. (Summary of counselor responses is presented in Part III).

At the elementary school level Kimberly had an objective to provide a minimum of 75 percent of the students in grades K-6 with at least two self-awareness/career awareness conferences with the counselor. Responses to item 6 on the counselor survey form indicated that the elementary school counselor had made several presentations to class-size groups in the elementary

school. (A copy of the data for the counselor survey is reproduced in Part III). In addition, the on-site interviews and the visitation during the year indicated that the counselor was carrying out activities related to this objective. Therefore, it was the decision of the third party evaluators that this objective had been met.

At the high school level Kimberly established a goal of having 75 percent of the students participate in a minimum of one career planning session with the counselor. Responses to item 17 and 18 on the counselor survey indicated that both the junior high and senior high school counselor participated in a number of individual counseling sessions concerned with career choice and career planning. Each had also been involved in a number of small group sessions. The on-site interviews also established that the counselors had contacted at least 75 percent of the students. Table 18 presents ninth grade students' reactions to the information and services provided by their counselor. The summary of responses to question number 16 which was concerned with how much information had been received about post-high school educational programs from counselors indicated that approximately 60 percent had received some information. About 40 percent said little, if any information had been given. To item 17 which asked the student to identify the amount of assistance received in selecting a career choice, 63 percent said that they had received at least some assistance. Since these responses were from ninth grade students, a point at which decisions about high school training and career choice are somewhat distant, it appeared that the counselor was providing the services specified in the proposal. However, the high school counselors should review response patterns on these items and determine whether more assistance could be provided. For example, about 15 percent of the students responded that they had received enough or more than enough information for

Table 18

Reactions to Selected Counselor
Services by Ninth Grade Students in Kimberly

16. How much have you learned about post high school (college and vocational school) programs from your school counselors? Select one response.

*	
44/40.7	(1) Little if any information has been given.
43/39.8	(2) Some information has been given.
20/18.5	(3) A considerable amount of information has been given.
1/.9	(4) I have received all the information I need.

17. How much assistance have you received from your school counselors in selecting your career? Select one response.

38/35.1	(1) None.
52/48.1	(2) Some.
12/11.1	(3) Enough to meet my needs.
4/3.7	(4) Very extensive.

*Number/%

selecting a career. This would indicate that there is an interest on the part of many students in receiving more information and assistance.

The fourth objective for Kimberly was to involve at least five percent of the parents in the career education program. Responses by the teachers on the elementary survey form (Form 5) and the high school teacher form (Form 6) indicated that teachers were having parents present information on their occupations and involving them in the career education program. In addition, the Kimberly School System utilized the parent survey developed as a part of the A-E Kit. Responses by parents included in the survey indicated a wide variety of involvements in the career education activities of their children. The most frequently used activities were encouraging their children to become involved with various tasks around home (Item 4) and discussing the child's interests, abilities and skills with him/her (Item 2). A large majority of the parents had not taken their children to places of work (Item 6). (See Table 19 for a complete summary).

Based on the response patterns of the counselor, teacher and parent survey form, it was the third party evaluators' conclusion that at least 80 percent of the students in the Kimberly System were participating in a systematic career education program. The on-site interviews also provided data which supported this decision.

It was the judgment of the third party evaluators that the Kimberly Public School System had attained each of the objectives it had established in the consortium proposal.

Madison. The third party evaluators had two on-site evaluations; one in March and one in May, 1976. During these interviews the third party evaluation team members had an opportunity to visit with and ask questions of

Table 19

Parent Survey Results
Kimberly, Wisconsin

N = 78#

1. Have you discussed different kinds of occupations and varieties of work opportunities with your child?

   (1) 58* Yes, at least several times.

   (2) 22 Yes, once or twice.

   (3) 21 No.

2. Have you discussed your child's interests, abilities, skills, and needs with him or her?

   (1) 72 Yes, at least several times.

   (2) 19 Yes, once or twice.

   (3) 9 No.

3. Have you helped your child relate his or her interests, abilities, needs, and values to occupational opportunities?

   (1) 42 Yes, at least several times.

   (2) 31 Yes, once or twice.

   (3) 27 No.

4. Have you encouraged your son or daughter to engage in various tasks around the house and yard which will help him or her explore occupations and test his or her interests?

   (1) 78 Yes, at least several times.

   (2) 17 Yes, once or twice.

   (3) 5 No.

5. Have you taken your child to your place of employment to show him or her what kind of work you do?

   (1) 46 Yes, at least several times.

   (2) 38 Yes, once or twice.

   (3) 14 No.

6. Have you taken your son or daughter to places of employment for jobs in which he or she has expressed an interest in order to learn about the activities and requirements of those jobs?

   (1) 6 Yes, at least several times.

   (2) 15 Yes, once or twice.

   (3) 78 No.

7. Have you served as a career education resource person in a classroom or on a school committee for career education?

   (1) 10 Yes, at least several times.

   (2) 9 Yes, once or twice.

   (3) 81 No.

If your child is in the fourth grade or above:

8. Have you talked with your child about how career choices may affect future life styles?

   (1) 28 Yes, at least several times.

   (2) 26 Yes, once or twice.

   (3) 19 No.

If your child is in the seventh grade or above:

9. Have you encouraged your son or daughter to assume responsibility for his or her career planning?

   (1) 5 Yes, at least several times.

   (2) 3 Yes, once or twice.

   (3) 5 No.

10. Have you encouraged your son or daughter to be flexible and adaptable in his or her career plans so that he or she will be able to adjust to changes in the job market?

    (1) 15 Yes, at least several times.

    (2) 10 Yes, once or twice.

    (3) 28 No.

Key: #Includes elementary and junior high school students
*Percent

district administrators and administrators in each of the four attendance areas. In addition, the team visited at Madison East and Madison West High Schools. At these schools, teachers, counselors, administrators, and support staff met with the team. Based on the feedback from these interviews and documents reviewed, the third party evaluators concluded that Madison had accomplished the objective of developing and making operational a district level interattendance area career education plan.

During the March visit the third party evaluators visited one of the elementary schools in which the interaction models for K-5 were being tested. During the visit, the team members had an opportunity to observe use of several of the intervention models used to integrate career education and basic skills. Reaction from students and teachers were positive. Prior to and after the visit, samples of the intervention models were forwarded to the third party evaluators for their review. Also, the local director at Madison provided a summary of the feedback results from the teachers who developed the intervention models.

The third party evaluators' interviews and review of the intervention models indicated that viable activities and approaches had been developed. The design of the intervention models and quality of reproduction would facilitate their use by elementary teachers. Also, a variety of models were developed which would provide flexibility from an individual teacher in planning their use and selecting those which would be most effective for a given classroom situation. Based on this information and the feedback from the teachers, the third party evaluators concluded that the Madison Public School System had met this objective.

Minutes of board meetings and council meetings provided by the director of the Madison portion of the consortium project indicated that involvement of

the school board and various councils had been on-going and that they were informed on various career education program actions. Thus, it was concluded that the Madison System had met its objective of involving the school board and councils.

During the March and May on-site visits, high school students were interviewed. The students interviewed had participated in an experience-based career education learning option. Response to the experiences was very positive. Also, the discussion of the need for the experience in relation to the student's career decision-making and career exploration indicated a variety of experience-based options were needed. Several of the students interviewed indicated that those who were taking a vocational program had a number of opportunities for participating in occupational or experience-based learning options. However, students who were interested in professional level programs or acquiring a college degree did not have this opportunity. Interviews with the project staff in Madison indicated that a number of experience-based options had been identified. However, based on the interviews with students, it was apparent that basically only one option had been tested. Thus, a rating of 3 or incomplete accomplishment of the objective was assigned.

Oregon. Two local objectives were defined by the Oregon School System. The system set as a goal to develop 100 percent pupil awareness of job opportunities or the availability of jobs before they terminated their attendance. Responses to the teacher, counselor, and on-site interview questions indicated that this objective was attained. Counselors and teachers were giving significant attention to providing information on job opportunities and availability. (See Part III for the printout for the teacher and counselor form for Oregon). The on-site interviews indicated that considerable effort had been made in updating the occupational resource guide and in developing a special program

for potential dropouts.

Results from the parent surveys disseminated at the Oregon Public Schools indicated that the goal of a minimum of 50 percent involvement of parents in a career education activity was attained. Table 20 presents a summary of the responses of the parents. The Parent Survey results indicated a high level of parental involvement in career education activities. The most common activities were encouraging the son or daughter to engage in various tasks in order to explore occupations (Item 4) and discussing the child's interests, abilities, skills, and needs with the child (Item 2). About 93 percent also indicated that they had discussed different kinds of occupations and varieties of work opportunities with their children. More than 90 percent indicated that they had taken their children along to show them their place of employment and what they did (Item 5). Based on these data and on-site interviews which included parents, the third party evaluators concluded that the Oregon Public School System had achieved this goal.

Shawano. Three local objectives were established for the 1975-76 year. These included developing a K-12 career education in-service program, improving evaluation strategies, and updating instructional units with appropriate career education content. Based on the on-site evaluations, review of in-service plans and evaluation devices, and feedback from teachers, the third party evaluators concluded that the Shawano Schools had met the objectives related to developing a K-12 in-service program and improving evaluation strategies.

A series of in-service sessions were held in the second semester of the school year. The third party evaluators assisted the local project director in developing an evaluation form for the workshops. Review of the teachers' responses to the survey indicated that the in-service sessions were successful. In addition, a newsletter was published periodically which assisted in updating

Table 20

Parent Survey Results
Oregon, Wisconsin

N = 125#

1. Have you discussed different kinds of occupations and varieties of work opportunities with your child?

   (1) 67 Yes, at least several times.

   (2) 26 Yes, once or twice.

   (3) 6 No.

2. Have you discussed your child's interests, abilities, skills, and needs with him or her?

   (1) 74 Yes, at least several times.

   (2) 24 Yes, once or twice.

   (3) 2 No.

3. Have you helped your child relate his or her interests, abilities, needs, and values to occupational opportunities?

   (1) 56 Yes, at least several times.

   (2) 25 Yes, once or twice.

   (3) 19 No.

4. Have you encouraged your son or daughter to engage in various tasks around the house and yard which will help him or her explore occupations and test his or her interests?

   (1) 78 Yes, at least several times.

   (2) 16 Yes, once or twice.

   (3) 6 No.

5. Have you taken your child to your place of employment to show him or her what kind of work you do?

   (1) _____ Yes, at least several times.

   (2) _____ Yes, once or twice.

   (3) _____ No.

6. Have you taken your son or daughter to places of employment for jobs in which he or she has expressed an interest in order to learn about the activities and requirements of those jobs?

(1) 17 Yes, at least several times.

(2) 20 Yes, once or twice.

(3) 62 No.

7. Have you served as a career education resource person in a classroom or on a school committee for career education?

(1) 7 Yes, at least several times.

(2) 8 Yes, once or twice.

(3) 84 No.

If your child is in the fourth grade or above:

8. Have you talked with your child about how career choices may affect future life styles?

(1) 46 Yes, at least several times.

(2) 27 Yes, once or twice.

(3) 26 No.

If your child is in the seventh grade or above:

9. Have you encouraged your son or daughter to assume responsibility for his or her career planning?

(1) 24 Yes, at least several times.

(2) 14 Yes, once or twice.

(3) 10 No.

10. Have you encouraged your son or daughter to be flexible and adaptable in his or her career plans so that he or she will be able to adjust to changes in the job market?

(1) 26 Yes, at least several times.

(2) 25 Yes, once or twice.

(3) 22 No.

Key: #Includes elementary and junior high school students
*Percent

teachers on the status of career education in the school system and acquainting them with new approaches to career education.

The project director hired an evaluator on a part-time basis to assist with improving the evaluation of career education. Review of the instruments developed and the studies conducted indicated that this objective was met.

The third goal for the Shawano Schools was to update all instructional units for appropriate career education content. Revisions were completed during the summer and first semester. Data from the on-site interviews indicated that teachers felt there should be more content in the guides on developing self-awareness. Thus, the third party evaluators assigned a rating of 3 to this objective. In other words, it was felt that the Shawano Schools came close to achieving the objective but did not attain it.

Sheboygan. Two of the three local objectives for Sheboygan were based on developing the same level of career education activities in the non-model schools as those in the model schools. (The model schools existed from a previous career education project). Thus, one of the thrusts was to enhance the career education programs in those schools which had not received special services and materials during the previous project. Two on-site visits were conducted as well as collecting the teacher and counselor survey data. The on-site reviews and the teacher feedback indicated that the non-model schools did increase their level of activity in regard to career education. For example, a very effective career center was established in South High School. The third party evaluators' review of the persons utilizing the Center including students and staff, revealed a varied and large clientele. Visits to a junior high school and elementary schools also indicated added career education activities and resources. It was the decision of the third party evaluators that this objective was attained.

Analysis of the data from the teachers and counselors in the model schools as well as a visit to them indicated that the elementary and junior high school had maintained their level of career education activity. However, the senior high school did not give evidence of having maintained its prior level. The Career Center was being consolidated and moved. The staff utilization of the center and career education activities were somewhat less than the prior project level. As a result, the third party evaluators assigned a rating of 3 or slightly below criterion for this objective. During the first on-site visit in March, the third party evaluators reviewed the workshop agendas which were in the process of being conducted for guidance counselors in the system. Later feedback from the counselors and others associated with staffing the workshops indicated that these were effective. Additional feedback through the counselor survey forms indicated that the Sheboygan Public School System had attained the objective of having secondary guidance counselors participating in an in-service program which had resulted in improving services for at least 50 percent of the students in grades 11 and 12.

Watertown. The third party evaluators visited the Watertown School System in March and May, 1976. In May the evaluators attended the Career Day planned and conducted jointly by students, staff, and business and industry in the Watertown area. Students from surrounding school systems were also invited to attend. Prior to the Career Day students had visited each of the industries to view the types of jobs available and the requirements needed to be employed in them. These students assisted the representatives from industry as they participated in the Career Day. As a part of the planning of the Career Day, the information bank on jobs and the types of skills required in each of the businesses and industries was expanded. In addition, resource persons and field trip sites were identified. Based on these accomplishments,

the third party evaluators concluded that Watertown had met its objective of conducting a survey of community resources and developing an improved information bank for students.

A review of the career education materials and model developed by the Watertown staff led the third party evaluators to conclude that the system also achieved its objectives of compiling a variety of exemplary career education models, strengthening the existing Watertown model, and developing an evaluation model.

Objective 6: SEA Leadership

During the 1975-76 project year the Wisconsin Department of Public Instruction provided the WCEC project director office space. In addition, the DPI requested the project director to assess the adequacy of the 16 career education concepts in the state guide and identify suggested revisions.

Publications and newsletters from the DPI included information on career education. DPI workshops contained sectional meetings and/or presentations on career education.

Based on the data collected, the third party evaluators concluded that this objective had been met.

Objective 7: Project Management

Project Management and Consortium Meetings. The project was managed overall by Robert Meyer, Consultant - Career Education, Wisconsin Department of Public Instruction. Each of the seven secondary schools involved in the project had an individual project coordinator who reported to Mr. Meyer so that overall project control was from one central office.

The third party evaluators found that the project was well managed and that the project coordinators on each campus provided the necessary direction to accomplish the attainment of the objectives as reported in Part II. The

overall management of the project was accomplished, during the first six months, through monthly meetings held on the campus of one of the consortium schools. During the latter six months, consortium meetings were held every two months with conference telephone calls utilized to determine progress or to solve any situations which were considered problems.

The consortium meetings provided the coordinators of the project the opportunity to share ideas, accomplishments and problems related to a particular school. The chairman of the meeting was the project coordinator of the consortium school where the meeting was held. This person was responsible for conducting the meeting, providing the opportunity to share ideas, soliciting progress reports from the other schools, and, providing the overall project director the opportunity to discuss the previous and present activities in progress and the future activities needed to meet the objectives of the consortium and the objectives of the consortium schools. The third party evaluators attended all the consortium meetings and they were provided time on the agenda to discuss evaluation activities at the state and school levels. The third party evaluators found the consortium schools to be very cooperative in helping to obtain data to evaluate the consortium school objectives. The data needed and the collection procedures could be thoroughly understood as a result of the third party evaluators being in attendance at all the consortium meetings.

The third party evaluators found that the management at the state and local level was effective and the funds expended were utilized to meet the objectives of the project. The consortium meetings were an effective means to provide overall project management. The individual school project coordinators were effective in the manner in which they proceeded to attain the objectives identified for a particular school. The monthly reports were valuable. However, these were not always completed. For the second year the monthly reports should be completed and submitted on time.

Special Evaluations

Sex Stereotyping. The third party evaluators found that the project staff were cognizant of sex stereotyping in the development of materials to be utilized by students. Some of the teachers in the consortium schools, through interview, revealed their concern for sex stereotyping and indicated what they were doing about it. In one of the consortium schools, all instructional materials are reviewed by a special committee to determine if the materials are free of sex stereotyping. In another school, the concern about sex stereotyping by teachers was revealed by some of the teachers. For example, one fifth grade teacher had students report on great American women while the girls reported on great American men, with bulletin boards portraying the accomplishments of both men and women in business and industry.

In some cases, the evaluators found some materials which had been developed by instructional staff still had inclinations toward sex stereotyping. When this was brought to the attention of the project staff, the stereotyping was eliminated.

Pre-Vocational Assessment Laboratory System. One of the consortium schools has utilized a mobile trailer to assist students in making decisions about careers. The mobile van has a variety of work evaluation carrells, psychometric tests and other materials used to assess the interests and capabilities of students. The counselors provide hands-on experiences for young people to learn more about themselves so that better decisions can be made about their interests, aptitudes and abilities. Thus the opportunity to develop self-awareness on the part of each individual is provided.

The services provided by such a unit should be continued. However, it is recommended that an evaluation by a professional work evaluator be made to determine if the services provided are all necessary. In some cases, the teaching staff was not apprised of the recommendations made by the counselors

in the mobile unit. Therefore, it is doubtful if the young people were receiving the full benefit of the assessment.

Part III

Data Collection Instruments and Data Summaries

This part of the report presents the instruments to collect data for the third party evaluation. Student instruments are reproduced in the first section. Teacher forms and data summaries are given in Section 2.

Student Forms

These forms were administered to establish a baseline of data to be used in evaluating the inpacts of the second year of the project. No data summaries are included for the student forms.

Third Grade Student Instrument. This instrument is based upon students' perceptions of their interests and abilities related to data, people, and things. Also selected items indicate sex bias or sex role stereotyping in activities.

Form 1 for Students. The Career Interest Inventory contains items parallel to those in the third grade instrument. The purpose of this instrument is to provide a vehicle for gathering longitudinal data from students in third and sixth grades which would be comparable.

Form 3 for Students. The Career Education Survey is designed to collect the information needed to determine the impacts of career education learning experiences on students. The contents are related to the levels in Hoyt's Incremental Improvement Matrix.

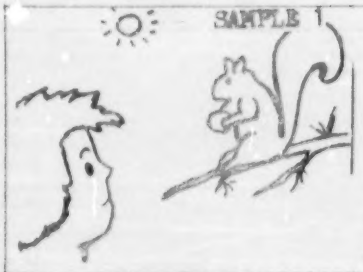
Form 4 for Students. Form 4 contains a series of questions related to career exploration activities. The second part of the instrument has a series of questions related to occupational information.

I.D.

CUSAE 100

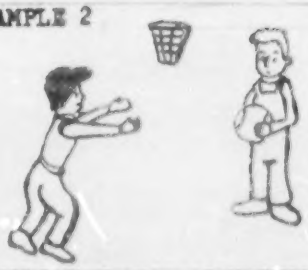
NAME _____
SCHOOL _____
BOY _____ GIRL _____
DIRECTIONS: COLOR IN THE BOX FOR EITHER
YES ? NO

SAMPLE 1



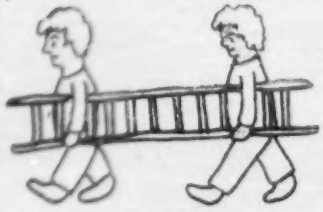
yes ■ ? □ no □

SAMPLE 2



yes □ ? □ no □

1



yes □ ? □ no □

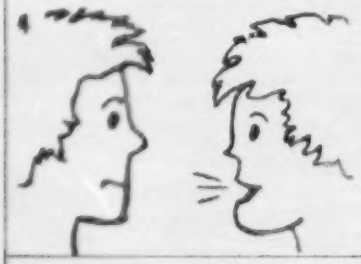
2

yes □ ? □ no □

3

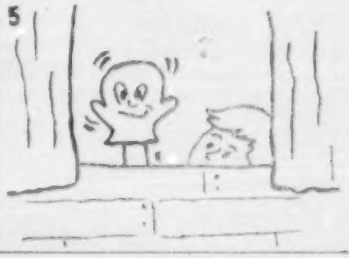
yes □ ? □ no □

4



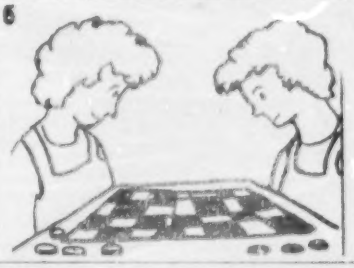
yes □ ? □ no □

5



yes □ ? □ no □

6



yes □ ? □ no □

7

yes □ ? □ no □

8

yes □ ? □ no □

9

yes □ ? □ no □

10

yes □ ? □ no □

11

yes □ ? □ no □

12

yes □ ? □ no □

13

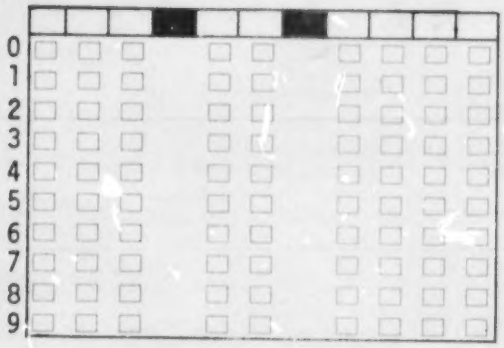
yes □ ? □ no □

14

yes □ ? □ no □

15

yes □ ? □ no □



16 yes ? no

17 yes ? no

18 yes ? no

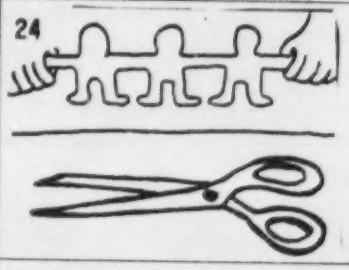
19 yes ? no

20 yes ? no

21 yes ? no

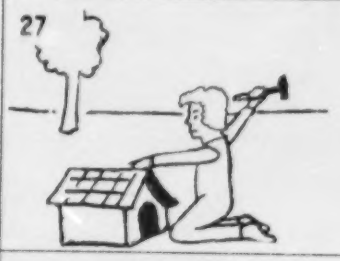
22 yes ? no

23 yes ? no

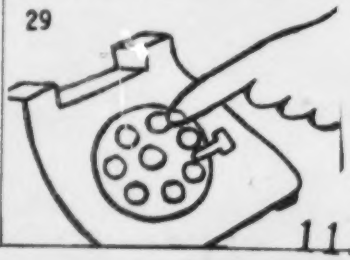
24  yes ? no

25 yes ? no

26 yes ? no

27  yes ? no

28 yes ? no

29  yes ? no

30 yes ? no

Activities	Strongly Disagree SD	Disagree D	Undecided U	Agree A	Strongly Agree SA
14. I have some artistic talent and can draw well.	1	2	3	4	5
15. I am good at math.	1	2	3	4	5
16. I like to read the newspaper.	1	2	3	4	5
17. I enjoy counting and handling money.	1	2	3	4	5
18. I feel a sense of satisfaction when I do all of my homework.	1	2	3	4	5
19. I can tell the difference between various sizes, shapes, and colors.	1	2	3	4	5
20. I am good at working with numbers.	1	2	3	4	5
21. I am good at building things.	1	2	3	4	5
22. I can fix things that are broken.	1	2	3	4	5
23. I have a good sense of balance and can ride a bicycle well.	1	2	3	4	5
24. I am good at using my hands to perform tasks.	1	2	3	4	5
25. I can use electrical tools (such as a drill, sander, etc.)	1	2	3	4	5
26. I like to use electrical appliances.	1	2	3	4	5
27. I like to put things together.	1	2	3	4	5
28. I like to put things together that have many small parts.	1	2	3	4	5
29. I can use business machines such as a calculator.	1	2	3	4	5
30. I like to help prepare meals.	1	2	3	4	5

31. Year in school. ___(1) 8th ___(2) 9th, ___(3) 10th ___(4) 11th, ___(5) 12th

32. Sex: ___(1) Female ___(2) Male

Career Interest Inventory

Directions: Please complete the items which follow. The results of this survey will be used to improve your school programs. Use a pencil and mark all of your responses on the answer sheet. Do not write on this form. Put the name of your school, the name of this inventory, your grade level and today's date at the top of the answer sheet. Read the statements that follow.

There are no right or wrong answers, respond as you feel based on your experiences. If you Strongly Disagree with a statement darken the "1" on the answer sheet for the item. If you Disagree darken "2". If you are Undecided, neutral or have not done an activity, darken "3". If you Agree with the statement, darken "4". If you Strongly Agree, darken "5".

Activities	Strongly Disagree SD	Disagree D	Undecided U	Agree A	Strongly Agree SA
1. I am good at helping other people.	1	2	3	4	5
2. I cooperate well with others in work and play situations.	1	2	3	4	5
3. I like to tell jokes and humorous stories to make other people laugh.	1	2	3	4	5
4. I am good at stopping a fight or argument and helping the people solve the problem in a friendly way.	1	2	3	4	5
5. I am good at talking to my class.	1	2	3	4	5
6. I like to teach others how to do things.	1	2	3	4	5
7. I like to be with others in a group.	1	2	3	4	5
8. I enjoy talking on the telephone.	1	2	3	4	5
9. I like to help with tasks at home.	1	2	3	4	5
10. I like to be by myself.	1	2	3	4	5
11. I am able to make many decisions by myself.	1	2	3	4	5
12. I can measure things accurately.	1	2	3	4	5
13. I write good school papers.	1	2	3	4	5

Form 3
3/27/76

CVTAE
UW-Stout

Career Education Survey

Directions: Please complete the items which follow. Respond as indicated in each item. Mark your answers on the answer sheet with a pencil. The results of this survey will be used to improve your school programs. Please respond as accurately as possible to each item. There are no right or wrong answers.

School in which you are presently enrolled and today's date:

(write this on the answer sheet as directed)
Name of School City Date

1. Year in school: ___(1) 8th, ___(2) 9th, ___(3) 10th, ___(4) 11th, ___(5) 12th

2. Sex: ___(1) Female, ___(2) Male

3. Have you planned your senior high school program?

___(1) No, please go to item 5.
___(2) Yes, please go to item 4.

4. Which of the following best describes your planned senior high school program?

___(1) General Education
___(2) College Preparatory
___(3) Vocational (Capstone)
___(4) Undecided

5. Have you made a tentative career or occupational choice? Select one response.

___(1) No. Please go to item 13.
___(2) In the process. Please go to item 6.
___(3) Yes. Please go to item 6.

6. What is your tentative career (job) choice?

(Place this on the back of answer sheet)

7. What are the employment opportunities in your career in Wisconsin? Select one.

___(1) I do not know.
___(2) There are few job openings.
___(3) There are as many jobs as there are qualified workers.
___(4) There are more jobs than there are qualified workers.

8. How much education will you have to have in order to enter this career?

___(1) Less than high school diploma.
___(2) High School diploma.
___(3) One or two years of post high school training.
___(4) Four years post high school training.
___(5) Graduate work.

9. How sure are you of your career choice?

___(1) Completely undecided.
___(2) Quite undecided.
___(3) Somewhat undecided.
___(4) Quite certain.
___(5) Very certain.

10. How much have the ag, industrial education, health occupations, home economics, distributive education, or office and business education courses you have taken influenced your selection of a career?

___(1) None.
___(2) Slightly.
___(3) Moderately.
___(4) Extensively.
___(5) Have not taken any of these courses.

11. Do your courses in English, Foreign Language, Social Studies, Math, and Science provide the skills and knowledges you need to enter the career of your choice? Select one.

___(1) Yes, completely.
___(2) Yes, for the most part.
___(3) Yes, to some extent.
___(4) No, please list the area(s) in which you feel that you should be better prepared: (Place on back of answer sheet)

12. Do your courses in Art, Music and Physical Education provide the skills and knowledges you need to enter the career of your choice? Select one response.

___(1) Yes, completely.
___(2) Yes, for the most part.
___(3) Yes, to some extent.
___(4) No, they do not relate to my career choice.
___(5) No, they have not provided the information they should have. Please list the knowledges and skills they should have provided: (On answer sheet)

13. How much have you learned about jobs and careers from your instructors in English, Foreign Languages, Math, Science, and Social Studies? Select one response.

___(1) Little if any information has been given.
___(2) Some information has been given.
___(3) A considerable amount of information has been given.
___(4) I have received all of the information I need.

14. How much have you learned about jobs and careers from your instructors in Art, Physical Education and Music? Select one.

___(1) Little if any information has been given.
___(2) Some information has been given.
___(3) A considerable amount of information has been given.
___(4) I have received all of the information I need.
___(5) I have not taken any of these courses.

15. How much have you learned about careers and jobs from your ag, home economics, health occupations, industrial education, distributive education, or business and office education courses?

___(1) Little if any information has been given.
___(2) Some information has been given.
___(3) A considerable amount of information has been given.
___(4) I have received all of the information I need.
___(5) I have not taken any of these courses.

16. How much have you learned about post high school (college and vocational school) programs from your school counselors? Select one response.

___(1) Little if any information has been given.
___(2) Some information has been given.
___(3) A considerable amount of information has been given.
___(4) I have received all of the information I need.

17. How much assistance have you received from your school counselors in selecting your career? Select one response.

___(1) None.
___(2) Some.
___(3) Enough to meet my needs.
___(4) Very extensive.

18. What are your tentative educational plans after you complete high school?

___(1) None.
___(2) I plan on going to a vocational-technical school.
___(3) I plan on going to a junior or community college.
___(4) I plan on going to a 4 year college or university.
___(5) Other (Place on back of answer sheet)

19. Have you used any of the career information available in your school this year?

___(1) No, I do not know where it is.
___(2) No, I am aware of it but have not used it.
___(3) Yes, some.
___(4) Yes, extensively.

20. Do your school courses give you skills which help you get along with people?

___(1) No.
___(2) Somewhat.
___(3) Often.
___(4) Very often.

21. Do your school courses give you skills and knowledges which help you do things outside of school?

___(1) No.
___(2) Somewhat.
___(3) Often.
___(4) Very often.

22-42. Read the statements that follow. There are no right or wrong answers, respond as you feel based on your experiences. If you Strongly Disagree with a statement, darken the "1" on your answer sheet for the item. If you Disagree, darken the "2". If you are Undecided or neutral, darken "3". If you Agree with the statement, darken "4". If you Strongly Agree, darken "5".

SD=1 D=2 U=3 A=4 SA=5

	SD	D	U	A	SA
22. Working is a favorable (enjoyable) part of our lives.	1	2	3	4	5
23. People are satisfied with themselves when they are working.	1	2	3	4	5
24. Work is not interesting.	1	2	3	4	5
25. People should always expect money for their work.	1	2	3	4	5

		SD	D	U	A	SA
26.	A worker should obey company rules.	1	2	3	4	5
27.	Working and happiness go together.	1	2	3	4	5
28.	Being successful in your work is not important.	1	2	3	4	5
29.	All work is drudgery (boring or unpleasant).	1	2	3	4	5
30.	Working is a necessary part of life.	1	2	3	4	5
31.	Being happy in your job is the most important part of work.	1	2	3	4	5
32.	Most people are looking for work which requires little effort and lots of pay.	1	2	3	4	5
33.	Work is always dirty and noisy.	1	2	3	4	5
34.	The best work is done when it is interesting.	1	2	3	4	5
35.	People learn while they work.	1	2	3	4	5
36.	The idea of work is old fashion and out-dated.	1	2	3	4	5
37.	There is a type of work available for everyone.	1	2	3	4	5
38.	Most people work only because other people expect them to work.	1	2	3	4	5
39.	It is not necessary to work if you are willing to be supported by some-one else.	1	2	3	4	5
40.	Jobs are the best way people have to express themselves.	1	2	3	4	5
41.	If people cannot find jobs which exactly match their interests, they are better off not working.	1	2	3	4	5
42.	Most people that work really enjoy their jobs.	1	2	3	4	5
43.	I look for tasks or jobs to occupy my time.	1	2	3	4	5
44.	Everyone can find work of interest.	1	2	3	4	5
45.	Work provides an opportunity for people to develop their abilities.	1	2	3	4	5

Thank you. Please give your answer sheet and this form to your teacher.

Form 4
3/26/76

CVTAE
UW-Stout

Career Awareness Inventory

Directions: At the top of your answer sheet write the name of your school, the name of this inventory and today's date. Please complete the items which follow. The results of this survey will be used to improve your school programs. Mark your answers on the answer sheet with a pencil. Do not mark on this survey form. There are two parts to this instrument. Directions for each part are given separately.

Part I: Career Exploration Experiences: There are no right or wrong answers. Please tell us the number of times you did each activity during the past year. It is not expected that you would have done all of these activities. If the answer you choose for an item is "never", darken the space under the "1" on your answer sheet. If you choose "1-3 times", darken the space under the "2". If you choose "4-6 times", darken the space under the "3". If you choose "7 or more", darken the space under the "4".

Career Exploration Experiences	Number of times you participated in each career exploration experience during the last year: Never (1)	1-3 Times (2)	4-6 Times (3)	7 or More (4)
1. Read about a variety of jobs/ careers.	1	2	3	4
2. Viewed films about a variety of jobs/careers.	1	2	3	4
3. Have listened to guest speakers tell about their jobs; or have personally interviewed a person about his/her job.	1	2	3	4
4. Took part in planned activities to explore my interests and abilities.	1	2	3	4
5. Role played various jobs.	1	2	3	4
6. Role played an interview for a job; or have interviewed for a job.	1	2	3	4
7. Have taken field trips to businesses or industry to observe people working.	1	2	3	4
8. Have regular jobs at home.	1	2	3	4
9. Assisted with jobs at school.	1	2	3	4

Career Exploration Experiences	Number of times you participated in each career exploration experience during the last year: Never (1)	1-3 Times (2)	4-6 Times (3)	7 or More (4)
10. Have helped some with his/her work.	1	2	3	4
11. Have a job; or have had a job.	1	2	3	4
12. Have had experiences (hobbies, jobs, etc.) related to my career interests.	1	2	3	4

Part II: There is one best answer for each item. Read each statement and mark your answers on the answer sheet. If you do not know the answer, darken the space under choice "5".

13. Linda wiped her forehead after she removed the bread from the oven. She continued to add the ingredients of flour, shortening and other supplies to make another batch of bread, rolls and buns. She started her day's work at 12 a.m. and she will finish at 8 o'clock in the morning.

What is her occupation?

1. Bench hand
2. Cook
3. Baker
4. Waiter/waitress
5. Don't know

14. Laurie is at the drawing board preparing detail drawings for a specific machine which will be used by the printing industry. Eventually the machine will be manufactured using the blueprints which were developed from her finished drawings.

What is her occupation?

1. Draftsperson
2. Machine designer
3. Machine operator
4. Printer
5. Don't know

15. Bob looked over the menu for the day. He with his helpers began to prepare the meals needed to feed 100 hospital patients.

What is his occupation?

1. Chief cook
2. Cook's helper
3. Menu planner
4. Bus person
5. Don't know

16. Orville itemizes and totals customer's purchases using the cash register. He periodically reviews price sheets to record price changes. He collects money from customers and makes change. He sometimes stocks shelves, bags merchandise and weighs items.

What is his occupation?

1. Stock clerk
2. Bagger
3. Salesperson
4. Cashier/checker
5. Don't know

17. Kathy drove her special truck to 809 Pine Street and reported to Mrs. Johnson. She learned that the dishwasher would not work. She checked electrical connections with a meter and realized that there was an electrical malfunction in the machine. She made the necessary repairs by replacing parts and the machine was operable when she left. She repairs all electrical type appliances.

What is her occupation?

1. Appliance salesperson
2. Appliance installer
3. Electrical - Applicance serviceperson
4. Mechanic
5. Don't know

18. Arlys performs the following duties as a result of her job with the Division of Natural Resources. She furnishes the public with information regarding rules and regulations of parks. She patrols the grounds to detect fires and prevent infractions of rules, directs park workers assigned to clean and maintain grounds, buildings and confort stations. She may register campers and assign company sites.

What is her occupation?

1. Park caretaker
2. Grounds keeper
3. Forest aide
4. Landscaper
5. Don't know

19. Ray visits families who have problems because of unemployment, poor health, personal adjustment or in need of assistance. He determines through a case study what a solution might be and arranges with some agency for help.

What is his occupation?

1. Recreation worker
2. Social worker
3. Welfare officer
4. Public relations worker
5. Don't know

20. Dawn has just begun her new job. She operates a drill press. She places the part in a jig, clamps it securely and drills the hole. She removes the part and places it in a special tray before placing another part in the jig and drilling the correct hole in it.

What is her occupation?

1. Tool and die maker
2. Metallurgist
3. Machine operator
4. Machinist
5. Don't know

21. Shirley works for the Blackgold Oil Corp. She formulates policy, advises management relative to recruiting and employment of personnel. She knows about employee benefits, compensation, industrial relations, organizational development and personnel records.

What is her occupation?

1. Personnel manager
2. Superintendent
3. Chairperson of the board
4. President
5. Don't know

22. Dorothy has just sold a comprehensive insurance policy to the Morss family. Through an analysis of the family needs, she was able to explain the features of several policies and made some recommendations for purchase. She collected the first payment.

What is her occupation?

1. Insurance executive
2. Salesperson
3. Insurance CLU
4. Insurance salesperson
5. Don't know

23. Alex keeps financial records of transactions as they occur in account and cash journals; he summarizes details in separate ledgers and transfers data to the general ledger. He balances books and compiles reports as necessary to show statistics such as cash receipts and expenditures, accounts payable and receivable, profit and loss, and items pertinent to the operation of the Kite Machine Company.

What is his occupation?

1. Book keeper
2. Personnel manager
3. Cashier
4. Clerk
5. Don't know

24. Becky is responsible for all of system records, files, discs, and tapes. She maintains a schedule for users of data, establishes priority for its use and coordinates users reservations and requests. She also maintains a current library record file of computer log time.

What is her occupation?

1. Computer programmer
2. Key punch operator
3. Computer operator
4. Computer systems data librarian
5. Don't know

25. Gary compiles and types reports, bills and application forms etc. He files reports and posts information to records. He sometimes answers the phone and sorts and distributes mail.

What is his occupation?

1. Computer operation
2. Clerk typist
3. Receptionist
4. Key punch operator
5. Don't know

26. Ellen was elected from the 3rd Congressional District to represent the people in Washington, D.C. She is concerned about her constituents problems and what she might do to convince the federal government that assistance is needed to solve the problems. She lives in Washington, D.C. but spends considerable time in the 3rd District when Congress is not in session.

What is her occupation?

1. Politican (Congress representative)
2. Lawyer
3. Doctor
4. Manager
5. Don't know

27. Clem set the camera so that it was focused on the woman's back to take a picture of her chest. After he checked the set up, Clem stepped into a room lined with lead to operate the controls to take the picture. He developed the film and sent it to the doctor who had requested it.

What is his occupation?

1. Health worker
2. Doctor's aide
3. X-Ray technican
4. Photographer
5. Don't know

28. Bruce began his shift at 8 a.m. He immediately made special assignments to the LPN's and orderlies on his wing. He checked each patient's chart to determine the medication and special assistance needed. At 10:30 he made the rounds to determine if each patient's needs were being met.

What is his occupation?

1. Licensed Practical Nurse
2. Nurse's aide
3. Orderly
4. Nurse
5. Don't know

29. Juanita meets her customers with ease and can suggest ideas for new hairstyles for men and women. She sometimes gives manicures and scalp massages and she is able to recognize skin diseases even though she can't treat them.

What is her occupation?

1. Beautician
2. Receptionist
3. Designer
4. Maid
5. Don't know

30. Harlyn met a potential buyer to take her out to look at a house he had for sale. Before they left, he showed her several other houses and property which may be of interest to her. Harlyn has been trained to appraised property and determine the market value of it.

What is his occupation?

1. Buyer
2. Real estate salesperson
3. Salesperson
4. Routeperson
5. Don't know

31. Doug has just finished preparing the menu for tomorrow. He had to keep the cost within his budget which meant that he tried to use the left-overs from the previous day. However, since he had to feed 250 people each day there was some waste. He depends on his training in Food Science Nutrition to get the job done.

What is his occupation?

1. Food technologist
2. Cook's helper
3. Cook
4. Dietician
5. Don't know

32. Leland is responsible for seeing that print and non-print media are cataloged according to the Library of Congress cataloging system. He provides assistance to teachers, students and others in the area of general media services and circulation of materials. He supervises staff so that services are efficiently provided.

What is his occupation?

1. Cataloger
2. Assistant librarian
3. Audio-visual specialist
4. Media Specialist
5. Don't know

33. Year in school: ___(1) 8th, ___(2) 9th, ___(3) 10th, ___(4) 11th, ___(5) 12th

34. Sex: ___(1) Female, ___(2) Male

Teacher and Counselor Instruments

The teacher and counselor instruments administered as a part of the third party evaluation are included in this section. Data summaries for the instruments used in this report are given for each consortium member.

Elementary Form
Form 5

WCEC

Career Education Activities Survey

The purpose of this survey is to provide a measure of the kind and frequency of career education activities occurring in the school district's classrooms. Please indicate the frequency of occurrence of each activity in your classroom by placing a (✓) in the appropriate box.

During the past semester, how frequently did your class as a whole - - -

		Number of Times Activity Occurred in Your Classroom					
		Never (1)	1-2 (2)	3-5 (3)	6-10 (4)	11-20 (5)	21 or More (6)
1.	participate in preparing materials for bulletin boards, interest centers, or other displays about work or people at work?						
2.	listen to parents discuss their jobs or careers?						
3.	listen to outside speakers (other than parents) explain their jobs or careers?						
4.	go on field trips to learn about jobs and the places where people work?						
5.	examine tools, machinery, or other objects connected with work?						
6.	watch films, filmstrips, or slides about work or people at work?						
7.	listen to records or tapes about work or people at work?						
8.	read printed materials on careers or work?						
9.	write about careers and work?						
10.	discuss jobs and the places in which people work?						
11.	play games or engage in other similar activities (e.g. role playing and simulation) to learn about careers?						

(over please)

12. What grade level(s) do you teach?

(1) _____ K
(2) _____ 1
(3) _____ 2
(4) _____ 3
(5) _____ 4
(6) _____ 5
(7) _____ 6
(8) _____ 7
(9) _____ 8

13. How many years of teaching experience do you have?

(1) ____ 1 year or less

(2) ____ 2-5

(3) ____ 6-10

(4) ____ 11-20

(5) ____ 21 years or more

14. Your school system:

(1) ____ Eau Claire, (2) ____ Kimberly, (3) ____ Madison, (4) ____ Oregon,

(5) ____ Shawano, (6) ____ Sheboygan, (7) ____ Watertown

Thank you for responding. Please return to: Orville Nelson, CVTAE
226 Applied Arts
UW-Stout
Menomonie, WI 54751

Elementary Teacher Activities
Eau Claire

ITEM	MEAN	STAN-DEV	MEDIAN	P-CUM	0	1	2	3	4	5	6	7	8	9
1	2.395	1.230	2.224	0.573	0.03	0.25	0.33	0.25	0.09	0.02	0.03			
	Q1=1.477	Q3=3.114	IQR=1.636		3	22	29	22	8	2	3			
2	1.929	0.941	1.790	0.541	0.06	0.37	0.35	0.15	0.02					
	Q1=1.136	Q3=2.460	IQR=1.331		5	33	31	13	7					
3	2.283	1.098	2.038	0.518	0.03	0.26	0.40	0.16	0.12	0.01	0.01			
	Q1=1.483	Q3=2.991	IQR=1.483		3	23	36	14	11	1	1			
4	1.739	0.785	1.760	0.464	0.04	0.36	0.45	0.13	0.01					
	Q1=1.164	Q3=2.294	IQR=1.130		4	32	40	12	1					
5	2.350	0.993	2.292	0.540	0.04	0.13	0.40	0.33	0.04	0.01	0.01			
	Q1=1.701	Q3=2.974	IQR=1.273		4	14	36	29	4	1	1			
6	3.602	1.309	3.680	0.662	0.01	0.06	0.15	0.26	0.23	0.17	0.08			
	Q1=2.674	Q3=4.500	IQR=1.826		1	5	13	23	25	15	7			
7	2.736	1.434	2.606	0.609	0.02	0.26	0.18	0.26	0.17	0.07	0.04			
	Q1=1.446	Q3=3.717	IQR=2.271		2	23	16	23	15	6	4			
8	3.221	1.432	3.250	0.733	0.03	0.16	0.16	0.22	0.25	0.10	0.08			
	Q1=2.036	Q3=4.250	IQR=2.214		3	14	14	20	22	9	7			
9	2.216	1.119	2.040	0.645	0.01	0.30	0.25	0.19	0.12	0.01	0.01			
	Q1=1.315	Q3=2.971	IQR=1.656		1	27	31	17	11	1	1			
10	3.721	1.252	3.695	0.731	0.03	0.03	0.11	0.28	0.30	0.13	0.10			
	Q1=2.340	Q3=4.481	IQR=1.641		3	3	10	25	27	12	9			
11	2.184	1.262	1.932	0.716	0.02	0.38	0.25	0.21	0.08	0.03	0.02			
	Q1=1.140	Q3=2.937	IQR=1.847		2	34	22	19	7	3	2			

Elementary Teacher Activities
Kimberly

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
1	3.205	1.559	2.933	0.718	0.00	0.13	0.28	0.21	0.10	0.21	0.08			
	Q1=1.932	Q3=4.656	IQR=2.724		0	5	11	8	4	8	3			
2	2.447	1.267	2.500	0.781	0.03	0.31	0.13	0.31	0.10	0.08				
	Q1=1.292	Q3=3.292	IQR=2.000		1	12	7	12	4	3				
3	2.359	0.986	2.281	0.690	0.00	0.18	0.41	0.33	0.03	0.05				
	Q1=1.672	Q3=2.981	IQR=1.309		0	7	16	13	1	2				
4	1.795	0.732	1.765	0.503	0.00	0.38	0.44	0.18						
	Q1=1.150	Q3=2.338	IQR=1.188		0	15	17	7						
5	2.205	0.894	2.095	0.492	0.00	0.18	0.54	0.21	0.05	0.03				
	Q1=1.631	Q3=2.656	IQR=1.025		0	7	21	8	2	1				
6	4.231	1.347	4.050	0.630	0.00	0.00	0.08	0.23	0.26	0.10	0.28			
	Q1=3.114	Q3=5.614	IQR=2.500		0	0	3	11	10	4	11			
7	3.081	1.341	3.000	0.614	0.05	0.10	0.23	0.28	0.23	0.03	0.08			
	Q1=2.083	Q3=3.917	IQR=1.833		2	4	9	11	9	1	3			
8	3.789	1.580	4.125	0.826	0.03	0.13	0.10	0.13	0.21	0.31	0.10			
	Q1=2.600	Q3=5.042	IQR=2.442		1	5	4	5	8	12	4			
9	2.462	1.144	2.536	0.542	0.00	0.26	0.23	0.36	0.10	0.05				
	Q1=1.475	Q3=3.232	IQR=1.757		0	10	9	14	4	2				
10	4.108	1.329	4.250	0.706	0.05	0.05	0.05	0.18	0.26	0.28	0.13			
	Q1=3.250	Q3=5.114	IQR=1.864		2	2	2	7	10	11	5			
11	2.615	1.115	2.615	0.528	0.00	0.18	0.23	0.33	0.15	0.05				
	Q1=1.750	Q3=3.365	IQR=1.615		0	7	11	13	6	2				

Elementary Teacher Activities
Madison

ITEMS	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7
1	2.500	1.247	2.372	0.630	0.03	0.24	0.28	0.27	0.10	0.06	0.02	
	Q1=1.511	Q3=3.267	IQR=1.756		5	40	47	45	17	10	3	
2	2.006	1.143	1.717	0.541	0.02	0.43	0.28	0.16	0.06	0.04		
	Q1=1.069	Q3=2.692	IQR=1.623		3	72	46	26	13	7		
3	2.074	1.003	1.961	0.595	0.02	0.35	0.31	0.24	0.07	0.01		
	Q1=1.203	Q3=2.831	IQR=1.628		4	58	51	40	12	2		
4	1.809	0.874	1.697	0.501	0.03	0.41	0.40	0.13	0.02	0.02		
	Q1=1.096	Q3=2.311	IQR=1.215		5	68	66	22	3	3		
5	2.364	1.091	2.136	0.599	0.03	0.20	0.42	0.21	0.10	0.03	0.01	
	Q1=1.607	Q3=3.089	IQR=1.481		5	33	70	35	17	5	2	
6	3.639	1.341	3.654	0.751	0.02	0.05	0.14	0.26	0.23	0.20	0.10	
	Q1=2.705	Q3=4.748	IQR=2.043		3	8	24	44	39	33	16	
7	2.691	1.333	2.527	0.703	0.03	0.24	0.24	0.23	0.15	0.09	0.03	
	Q1=1.510	Q3=3.600	IQR=2.100		5	40	40	37	25	15	5	
8	3.201	1.330	3.204	0.660	0.01	0.03	0.20	0.29	0.25	0.10	0.07	
	Q1=2.295	Q3=4.158	IQR=1.857		2	15	33	42	41	16	11	
9	2.467	1.140	2.330	0.693	0.01	0.22	0.34	0.25	0.14	0.04	0.01	
	Q1=1.594	Q3=3.256	IQR=1.662		2	36	56	42	23	7	1	
10	3.340	1.246	3.736	0.753	0.02	0.01	0.13	0.27	0.29	0.16	0.13	
	Q1=2.900	Q3=4.731	IQR=1.831		3	2	21	45	49	26	21	
11	2.787	1.391	2.717	0.690	0.02	0.22	0.22	0.28	0.16	0.07	0.05	
	Q1=1.639	Q3=3.685	IQR=2.046		3	36	36	46	27	11	8	

Elementary Teacher Activities
Oregon

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
1	2.509	1.184	2.333	0.671	0.11	0.16	0.34	0.24	0.10	0.02	0.03			
	Q1=1.679	Q3=3.183	IQR=1.505		7	10	21	15	6	1	2			
2	2.207	1.136	2.000	0.664	0.06	0.31	0.32	0.13	0.16	0.02				
	Q1=1.263	Q3=3.063	IQR=1.799		4	19	20	8	10	1				
3	2.109	1.227	1.841	0.816	0.11	0.32	0.35	0.08	0.05	0.08				
	Q1=1.185	Q3=2.466	IQR=1.278		7	20	22	5	3	5				
4	1.768	0.809	1.674	0.743	0.10	0.39	0.37	0.11	0.03					
	Q1=1.033	Q3=2.233	IQR=1.199		6	24	23	7	2					
5	2.357	0.943	2.241	0.710	0.10	0.13	0.44	0.26	0.06	0.00	0.02			
	Q1=1.782	Q3=2.938	IQR=1.215		6	8	27	16	4	0	1			
6	3.173	1.441	3.000	0.885	0.03	0.15	0.11	0.34	0.16	0.08	0.08			
	Q1=2.050	Q3=4.075	IQR=1.423		5	9	7	21	10	5	5			
7	2.661	1.385	2.567	0.891	0.10	0.21	0.23	0.24	0.13	0.08	0.02			
	Q1=1.571	Q3=3.500	IQR=1.929		6	13	14	15	8	5	1			
8	3.070	1.522	3.000	0.773	0.08	0.18	0.16	0.24	0.18	0.08	0.08			
	Q1=1.825	Q3=4.114	IQR=2.289		5	11	10	15	11	5	5			
9	2.018	0.820	1.900	0.749	0.10	0.26	0.40	0.21	0.03					
	Q1=1.375	Q3=2.577	IQR=1.202		6	16	25	13	2					
10	3.625	1.421	3.567	0.889	0.10	0.05	0.16	0.23	0.24	0.10	0.13			
	Q1=2.571	Q3=4.500	IQR=1.929		6	3	10	14	15	6	8			
11	2.625	1.019	2.500	0.788	0.10	0.08	0.37	0.32	0.03	0.08	0.02			
	Q1=1.891	Q3=3.200	IQR=1.309		6	5	23	20	2	5	1			

Elementary Teacher Activities
Shawano

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
1	2.733	1.321	2.625	0.756	0.02	0.20	0.26	0.26	0.15	0.09	0.02			
	Q1=1.688	Q3=3.607	IQR=1.920		1	9	12	12	7	4	1			
2	1.543	0.690	1.385	0.573	0.00	0.57	0.33	0.11						
	Q1=0.942	Q3=2.067	IQR=1.124		0	26	15	5						
3	1.804	0.749	1.763	0.687	0.00	0.39	0.41	0.20						
	Q1=1.139	Q3=2.368	IQR=1.230		0	18	19	9						
4	1.442	0.700	1.268	0.234	0.07	0.61	0.26	0.04	0.02					
	Q1=0.384	Q3=1.854	IQR=0.970		3	28	12	2	1					
5	2.511	1.090	2.375	0.313	0.02	0.26	0.26	0.24	0.15	0.04	0.02			
	Q1=1.433	Q3=3.386	IQR=1.949		1	12	12	11	7	2	1			
6	3.289	1.532	3.538	0.097	0.02	0.17	0.15	0.15	0.28	0.15	0.07			
	Q1=1.964	Q3=4.404	IQR=2.440		1	8	7	7	13	7	3			
7	2.818	1.574	2.500	0.787	0.04	0.26	0.22	0.11	0.24	0.07	0.07			
	Q1=1.417	Q3=4.045	IQR=2.629		2	12	10	5	11	3	3			
8	3.239	1.440	3.179	0.661	0.02	0.13	0.15	0.30	0.13	0.22	0.04			
	Q1=2.250	Q3=4.575	IQR=2.325		1	6	7	14	6	10	2			
9	2.370	1.271	2.167	0.710	0.00	0.33	0.26	0.22	0.15	0.07				
	Q1=1.267	Q3=3.333	IQR=2.067		0	15	12	9	7	3				
10	2.636	1.452	2.333	0.393	0.00	0.07	0.20	0.17	0.20	0.22	0.07			
	Q1=2.444	Q3=4.833	IQR=2.470		0	3	9	8	9	10	4			
11	2.537	1.402	2.273	0.393	0.00	0.35	0.17	0.17	0.17	0.11	0.02			
	Q1=1.217	Q3=3.313	IQR=2.096		0	16	8	8	8	5	1			

Elementary Teacher Activities
Sheboygan

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
1	2.933	1.491	2.800	0.779	0.03	0.16	0.25	0.25	0.15	0.08	0.08			
	Q1=1.817	Q3=3.972	IQR=2.156		2	10	15	15	9	5	5			
2	2.283	1.180	2.100	0.668	0.02	0.30	0.33	0.20	0.13	0.02	0.02			
	Q1=1.333	Q3=3.083	IQR=1.750		1	18	20	12	8	1	1			
3	2.603	1.025	2.625	0.660	0.05	0.13	0.30	0.39	0.10	0.02	0.02			
	Q1=1.861	Q3=3.229	IQR=1.368		3	8	18	24	6	1	1			
4	3.017	1.058	2.875	0.679	0.03	0.02	0.34	0.33	0.18	0.08	0.02			
	Q1=2.155	Q3=3.705	IQR=1.550		2	1	21	20	11	5	1			
5	2.707	1.043	2.633	0.542	0.05	0.11	0.32	0.25	0.25	0.02				
	Q1=1.875	Q3=3.600	IQR=1.725		3	7	20	15	15	1				
6	3.705	1.116	3.705	0.728	0.00	0.02	0.11	0.30	0.36	0.15	0.07			
	Q1=2.903	Q3=4.393	IQR=1.495		0	1	7	18	22	9	4			
7	2.803	1.249	2.933	0.568	0.00	0.21	0.18	0.25	0.33	0.02	0.00			
	Q1=1.705	Q3=3.838	IQR=2.133		0	13	11	15	20	1	1			
8	3.400	1.487	3.313	0.605	0.02	0.11	0.16	0.26	0.20	0.15	0.10			
	Q1=2.300	Q3=4.300	IQR=2.000		1	7	10	16	12	9	6			
9	2.541	1.168	2.565	0.535	0.00	0.01	0.23	0.33	0.13	0.08	0.02			
	Q1=1.638	Q3=3.638	IQR=1.935		0	10	17	20	8	5	1			
10	4.134	1.335	4.133	0.741	0.00	0.02	0.10	0.23	0.25	0.21	0.08			
	Q1=3.009	Q3=5.250	IQR=2.161		0	1	6	14	15	13	10			
11	2.717	1.236	2.613	0.453	0.02	0.16	0.30	0.28	0.18	0.03	0.03			
	Q1=1.773	Q3=3.500	IQR=1.722		1	10	18	17	11	2	2			

Elementary Teacher Activities
Watertown

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
1	2.364	1.432	2.050	0.730	0.06	0.31	0.29	0.17	0.09	0.03	0.06			
	Q1=1.250	Q3=3.125	IQR=1.875		2	11	10	6	3	1	2			
2	1.941	1.455	1.395	0.730	0.03	0.54	0.23	0.06	0.06	0.03	0.06			
	Q1=0.947	Q3=2.313	IQR=1.365		1	19	8	2	2	1	2			
3	1.606	0.704	1.471	0.727	0.06	0.49	0.34	0.11						
	Q1=0.985	Q3=2.146	IQR=1.161		2	17	12	4						
4	1.583	0.609	1.563	0.449	0.03	0.46	0.46	0.06						
	Q1=1.031	Q3=2.094	IQR=1.063		1	16	16	2						
5	2.794	1.149	2.700	0.313	0.03	0.11	0.31	0.29	0.17	0.09				
	Q1=1.909	Q3=3.583	IQR=1.674		1	4	11	10	6	3				
6	3.382	1.280	3.318	0.855	0.03	0.06	0.17	0.31	0.29	0.06	0.09			
	Q1=2.545	Q3=4.150	IQR=1.605		1	2	6	11	10	2	3			
7	2.636	1.194	2.393	0.669	0.06	0.11	0.40	0.26	0.09	0.06	0.03			
	Q1=1.804	Q3=3.250	IQR=1.446		2	4	14	9	3	2	1			
8	3.115	1.647	3.000	0.766	0.03	0.17	0.26	0.17	0.14	0.11	0.11			
	Q1=1.773	Q3=4.400	IQR=2.628		1	6	9	6	5	4	4			
9	2.441	1.375	2.143	0.652	0.03	0.23	0.40	0.20	0.03	0.06	0.06			
	Q1=1.536	Q3=3.000	IQR=1.464		1	8	14	7	1	2	2			
10	3.500	1.548	3.000	0.760	0.03	0.06	0.23	0.29	0.14	0.09	0.17			
	Q1=2.313	Q3=4.667	IQR=2.354		1	2	8	10	5	3	6			
11	2.838	1.078	3.136	0.884	0.03	0.29	0.31	0.20	0.11	0.03	0.03			
	Q1=1.850	Q3=3.143	IQR=1.793		1	10	11	7	4	1	1			

3rd Party Evaluation
3/24/76 Form 6

WCEC Career
Education Project

Teacher Survey: Middle and High School

Directions: Please complete the items listed below. On most you can check or circle your response. The information collected will be summarized and used to evaluate the Wisconsin Career Education Consortium Project. This information will not be used to evaluate your teaching.

1. School System: ____(1) Eau Claire, ____(2) Kimberly, ____(3) Madison,

____(4) Oregon, ____(5) Shawano, ____(6) Shebovgan, ____(7) Watertown

2. What grade levels do you teach? (Check all that apply)

____(1) 6-8, ____(2) 7-9, ____(3) 10, ____(4) 11, ____(5) 12

3. What subject(s) do you teach: (Check all that apply)

____(1) Art
____(2) English
____(3) Foreign Language
____(4) Home Economics as General Education
____(5) Industrial Arts as General Education
____(6) Mathematics
____(7) Music
____(8) Physical Education
____(9) Science
____(10) Social Studies
____(11) Special Education
____(12) Vocational Education
____(13) Other (please specify)

_____

4. How many years teaching experience do you have?

____(1) This is my first year
____(2) 2-5 years
____(3) 6-10 years
____(4) 11-20 years
____(5) 21 years or more

Over please

5-31. Listed below are several activities and methods for presenting Career Education information and concepts to your students. Please indicate the extent to which you used each this year in Column A. Responses range from "Never" (1) to 5 or more times during this year (5). In Column B, mark whether your use of the activity increased (3), stayed the same (2), or decreased (1) this year as contrasted to your activities and methods last year. Please estimate this. If you were not teaching last year, leave Column B Blank.

Activity/Method for Presenting Career Education Information	Column A: Extent of Present Use (Never ▼ 1	2	3 Times ▼ 3	4	5 or More ▼ 5)	Column B: Change in Use from 1974-75 (Decreased 1	Same 2	Increased 3)
5. Field trips	1	2	3	4	5	1	2	3
6. Visitors or speakers on careers	1	2	3	4	5	1	2	3
7. A-V media (Slides, films, etc.) on awareness of self and careers	1	2	3	4	5	1	2	3
8. Special written materials (brochures, articles, etc.) for Career Education	1	2	3	4	5	1	2	3
9. Group counseling	1	2	3	4	5	1	2	3
10. Individual counseling	1	2	3	4	5	1	2	3
11. Peer counseling (students counsel students)	1	2	3	4	5	1	2	3
12. Themes, papers or term papers on career education topics	1	2	3	4	5	1	2	3
13. Educational TV	1	2	3	4	5	1	2	3
14. Projects on careers and career choice	1	2	3	4	5	1	2	3

Please go on to the next page

Activity/Method for Presenting Career Education Information	Column A: Extent of Present Use — Never (1)	2	3 Times (3)	4	5 or More (5)	Column B: Change in Use from 1974-75 — Decreased (1)	Same (2)	Increased (3)
15. Displays on career education	1	2	3	4	5	1	2	3
16. Games (Career Education)	1	2	3	4	5	1	2	3
17. Educational Fairs on Careers	1	2	3	4	5	1	2	3
18. Role playing jobs	1	2	3	4	5	1	2	3
19. Simulated work situations (class runs a business, etc.)	1	2	3	4	5	1	2	3
20. Relating language arts to Career Education concepts.	1	2	3	4	5	1	2	3
21. Relating math skills to various occupations	1	2	3	4	5	1	2	3
22. Relating science and health to various occupations	1	2	3	4	5	1	2	3
23. Relating social studies to various skills needed in an occupation	1	2	3	4	5	1	2	3
24. Relating the arts to occupations and leisure activities	1	2	3	4	5	1	2	3
25. Presenting activities to help all of my students identify their interests and skills	1	2	3	4	5	1	2	3

Over Please

	Activity/Method for Presenting Career Education Information	Column A: Extent of Present Use — Never 1	3 Times 3	5 or More 5	Column B: Change in Use from 1974-75 — Decreased 1	Same 2	Increased 3
26.	Interviews, surveys, etc. to help the students become aware of the variety of occupations in their local community	1	3	5	1	2	3
27.	Activities to start my students thinking about making a career decision	1	3	5	1	2	3
28.	Discussed jobs related to topics or units presented in class	1	3	5	1	2	3
29.	Encouraged students to think about selecting a career	1	3	5	1	2	3
30.	Involved parents in career education activities	1	3	5	1	2	3
31.	Involved persons from business and industry in our area to help improve my courses	1	3	5	1	2	3

32. Other:

Thank you. Please return to: Orville Nelson, CVTAE
226 Applied Arts Bldg.
UW - Stout
Menomonie, WI. 54751

Eau Claire - Use

ITEM	MEAN	STAN-DEV	MEDIAN	P-CØR	0	1	2	3	4	5	6	7	8	9
10	11	12	13											
5	2.017	1.282	1.618	0.611	0.00	0.47	0.28	0.12	0.03	0.10				
	Q1=1.036	Q3=2.500	IQR=1.464		0	28	17	7	2	6				
6	2.119	1.219	1.844	0.717	0.02	0.40	0.27	0.18	0.07	0.07				
	Q1=1.115	Q3=2.886	IQR=1.772		1	24	16	11	4	4				
7	2.950	1.672	2.917	0.502	0.00	0.33	0.08	0.20	0.07	0.32				
	Q1=1.250	Q3=4.711	IQR=3.461		0	20	5	12	4	19				
8	2.467	1.589	1.944	0.702	0.00	0.43	0.15	0.13	0.08	0.20				
	Q1=1.077	Q3=3.900	IQR=2.823		0	26	9	8	5	12				
9	2.017	1.559	1.276	0.568	0.02	0.63	0.07	0.08	0.03	0.17				
	Q1=0.888	Q3=2.950	IQR=2.062		1	38	4	5	2	10				
10	3.220	1.682	3.111	0.523	0.02	0.23	0.17	0.15	0.02	0.42				
	Q1=1.575	Q3=4.910	IQR=3.335		1	14	10	9	1	25				
11	1.291	0.832	1.098	0.369	0.08	0.77	0.10	0.02	0.00	0.03				
	Q1=0.799	Q3=1.397	IQR=0.598		5	46	6	1	0	2				
12	1.767	1.140	1.311	0.537	0.00	0.62	0.12	0.20	0.02	0.05				
	Q1=0.905	Q3=2.583	IQR=1.678		0	37	7	12	1	3				
13	1.293	0.676	1.117	0.275	0.03	0.78	0.10	0.07	0.02					
	Q1=0.809	Q3=1.426	IQR=0.617		2	47	6	4	1					
14	1.967	1.353	1.409	0.677	0.00	0.55	0.18	0.13	0.02	0.12				
	Q1=0.955	Q3=2.625	IQR=1.670		0	33	11	8	1	7				
15	2.193	1.274	1.933	0.687	0.05	0.37	0.25	0.22	0.02	0.10				
	Q1=1.148	Q3=2.942	IQR=1.795		3	22	15	13	1	6				
16	1.105	0.310	1.059	0.457	0.05	0.85	0.10							
	Q1=0.779	Q3=1.338	IQR=0.559		3	51	6							
17	1.179	0.508	1.071	0.295	0.07	0.82	0.07	0.05						
	Q1=0.786	Q3=1.357	IQR=0.571		4	49	4	3						
18	1.526	1.054	1.179	0.396	0.05	0.70	0.10	0.10	0.00	0.05				
	Q1=0.839	Q3=1.625	IQR=0.786		3	42	6	6	0	3				
19	1.614	1.130	1.231	0.349	0.05	0.65	0.15	0.08	0.00	0.07				
	Q1=0.865	Q3=1.917	IQR=1.051		3	39	9	5	0	4				
20	2.111	1.621	1.294	0.348	0.10	0.57	0.05	0.07	0.05	0.17				
	Q1=0.897	Q3=3.375	IQR=2.478		6	34	3	4	3	10				
21	2.283	1.714	1.355	0.376	0.12	0.52	0.05	0.08	0.02	0.22				
	Q1=0.927	Q3=4.250	IQR=3.323		7	31	3	5	1	13				
22	2.151	1.499	1.333	0.431	0.12	0.50	0.05	0.15	0.07	0.12				
	Q1=0.942	Q3=3.250	IQR=2.308		7	30	3	9	4	7				
23	1.925	1.452	1.257	0.512	0.12	0.58	0.05	0.08	0.07	0.10				
	Q1=0.879	Q3=2.850	IQR=1.971		7	35	3	5	4	6				

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
10	11	12	13											
24	2.500	1.668	1.833	0.455	0.10	0.43	0.05	0.17	0.03	0.22				
	Q1=1.019	Q3=4.250	IQR=3.231		6	26	3	10	2	13				
25	3.649	1.587	4.517	0.597	0.05	0.17	0.08	0.15	0.07	0.48				
	Q1=2.350	Q3=5.009	IQR=2.659		3	10	5	9	4	29				
26	1.917	1.279	1.382	0.680	0.00	0.57	0.15	0.17	0.03	0.08				
	Q1=0.941	Q3=2.700	IQR=1.759		0	34	9	10	2	5				
27	2.949	1.580	2.750	0.666	0.02	0.25	0.20	0.17	0.08	0.28				
	Q1=1.483	Q3=4.632	IQR=3.149		1	15	12	10	5	17				
28	3.220	1.609	3.182	0.687	0.02	0.22	0.15	0.18	0.07	0.37				
	Q1=1.694	Q3=4.830	IQR=3.135		1	13	9	11	4	22				
29	3.407	1.609	3.600	0.757	0.02	0.20	0.12	0.17	0.08	0.42				
	Q1=1.893	Q3=4.910	IQR=3.017		1	12	7	10	5	25				
30	1.542	1.164	1.156	0.583	0.02	0.75	0.10	0.03	0.03	0.07				
	Q1=0.828	Q3=1.483	IQR=0.656		1	45	6	2	2	4				
31	2.310	1.524	1.667	0.701	0.03	0.47	0.10	0.20	0.03	0.17				
	Q1=1.018	Q3=3.292	IQR=2.274		2	28	6	12	2	10				

Eau Claire - Change in Use

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8
5	2.052	0.475	2.033	0.609	0.03	0.08	0.75	0.13					
	Q1=1.711	Q3=2.356	IQR=0.644		2	5	45	8					
6	2.105	0.557	2.077	0.402	0.05	0.10	0.65	0.20					
	Q1=1.712	Q3=2.442	IQR=0.731		3	6	39	12					
7	2.224	0.497	2.159	0.511	0.03	0.03	0.68	0.25					
	Q1=1.805	Q3=2.533	IQR=0.728		2	2	41	15					
8	2.085	0.501	2.057	0.503	0.02	0.03	0.73	0.17					
	Q1=1.728	Q3=2.398	IQR=0.670		1	5	44	10					
9	2.000	0.330	2.000	0.304	0.07	0.05	0.83	0.05					
	Q1=1.720	Q3=2.280	IQR=0.560		4	3	50	3					
10	2.263	0.447	2.183	0.300	0.07	0.00	0.68	0.25					
	Q1=1.941	Q3=2.567	IQR=0.725		4	0	41	15					
11	1.939	0.429	1.963	0.458	0.13	0.10	0.67	0.05					
	Q1=1.656	Q3=2.269	IQR=0.613		11	6	40	3					

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7
12	2.000	0.381	2.000	0.614	0.07	0.07	0.80	0.07				
	Q1=1.708	Q3=2.292	IQR=0.583		4	4	48	4				
13	1.942	0.408	1.963	0.574	0.13	0.07	0.78	0.02				
	Q1=1.691	=2.245	IQR=0.553		8	4	47	1				
14	2.069	0.525	2.043	0.674	0.03	0.10	0.70	0.17				
	Q1=1.702	Q3=2.393	IQR=0.690		2	6	42	10				
15	2.273	0.449	2.188	0.531	0.08	0.00	0.67	0.25				
	Q1=1.844	Q3=2.583	IQR=0.740		5	0	40	15				
16	1.900	0.416	1.939	0.654	0.17	0.12	0.68	0.03				
	Q1=1.634	Q3=2.244	IQR=0.610		10	7	41	2				
17	1.979	0.325	1.988	0.657	0.20	0.05	0.72	0.03				
	Q1=1.709	Q3=2.267	IQR=0.558		12	3	43	2				
18	2.019	0.416	2.011	0.705	0.12	0.07	0.73	0.08				
	Q1=1.710	Q3=2.313	IQR=0.602		7	4	44	5				
19	2.019	0.542	2.014	0.666	0.13	0.12	0.62	0.13				
	Q1=1.662	Q3=2.365	IQR=0.703		8	7	37	8				
20	2.120	0.435	2.075	0.533	0.17	0.03	0.67	0.13				
	Q1=1.763	Q3=2.388	IQR=0.625		10	2	40	8				
21	2.042	0.459	2.026	0.716	0.20	0.07	0.63	0.10				
	Q1=1.711	Q3=2.342	IQR=0.632		12	4	38	6				
22	2.102	0.368	2.060	0.634	0.18	0.02	0.70	0.10				
	Q1=1.763	Q3=2.351	IQR=0.588		11	1	42	6				
23	2.061	0.377	2.036	0.621	0.13	0.03	0.70	0.03				
	Q1=1.744	Q3=2.327	IQR=0.583		11	2	42	5				
24	2.157	0.418	2.098	0.638	0.15	0.02	0.68	0.15				
	Q1=1.787	Q3=2.409	IQR=0.622		9	1	41	9				
25	2.259	0.483	2.184	0.648	0.10	0.02	0.63	0.25				
	Q1=1.829	Q3=2.600	IQR=0.771		6	1	38	15				
26	2.070	0.371	2.041	0.517	0.05	0.03	0.82	0.10				
	Q1=1.750	Q3=2.332	IQR=0.582		3	2	49	6				
27	2.175	0.468	2.116	0.501	0.05	0.03	0.72	0.20				
	Q1=1.785	Q3=2.448	IQR=0.663		3	2	43	12				
28	2.207	0.450	2.136	0.426	0.03	0.02	0.73	0.22				
	Q1=1.807	Q3=2.466	IQR=0.659		2	1	44	13				
29	2.259	0.480	2.183	0.673	0.03	0.02	0.63	0.27				
	Q1=1.829	Q3=2.594	IQR=0.764		2	1	41	16				
30	1.962	0.390	1.978	0.637	0.12	0.03	0.75	0.05				
	Q1=1.683	Q3=2.078	IQR=0.599		7	5	45	3				
31	2.164	0.501	2.113	0.534	0.03	0.05	0.67	0.20				
	Q1=1.769	Q3=2.456	IQR=0.688		5	3	40	12				

ITEM	MEAN	STAN-DEV	MEDIAN	P-CØR	0	1	2	3	4	5	6	7	8	9	10	11	12	13
5	1.400	0.563	1.289	-C.110	0.00	0.63	0.33	0.03										
	Q1=0.895	Q3=1.850	IQR=0.955		0	19	10	1										
6	1.966	1.052	1.750	0.492	0.03	0.40	0.33	0.10	0.13									
	Q1=1.104	Q3=2.475	IQR=1.371		1	12	10	3	4									
7	3.034	1.426	2.938	0.585	0.03	0.17	0.20	0.27	0.10	0.23								
	Q1=1.875	Q3=4.417	IQR=2.542		1	5	6	8	3	7								
8	2.759	1.272	2.667	0.840	0.03	0.17	0.27	0.30	0.10	0.13								
	Q1=1.781	Q3=3.472	IQR=1.691		1	5	8	9	3	4								
9	2.179	1.416	1.750	0.662	0.07	0.40	0.27	0.10	0.03	0.13								
	Q1=1.083	Q3=2.833	IQR=1.750		2	12	8	3	1	4								
10	3.655	1.421	4.000	0.525	0.03	0.07	0.20	0.17	0.10	0.43								
	Q1=2.375	Q3=4.942	IQR=2.567		1	2	6	5	3	13								
11	1.769	1.210	1.367	0.514	0.13	0.50	0.23	0.03	0.03	0.07								
	Q1=0.933	Q3=2.143	IQR=1.210		4	15	7	1	1	2								
12	1.933	1.172	1.611	0.084	0.00	0.47	0.30	0.13	0.03	0.07								
	Q1=1.036	Q3=2.444	IQR=1.409		0	14	9	4	1	2								
13	1.536	0.999	1.200	0.383	0.07	0.67	0.10	0.13	0.00	0.03								
	Q1=0.850	Q3=1.833	IQR=0.983		2	20	3	4	0	1								
14	1.862	1.060	1.467	0.579	0.03	0.50	0.17	0.27	0.00	0.03								
	Q1=0.983	Q3=2.719	IQR=1.735		1	15	5	8	0	1								
15	2.267	1.258	2.000	0.713	0.00	0.30	0.40	0.13	0.07	0.10								
	Q1=1.333	Q3=2.875	IQR=1.542		0	9	12	4	2	3								
16	1.679	1.307	1.200	0.108	0.07	0.67	0.10	0.07	0.00	0.10								
	Q1=0.850	Q3=1.833	IQR=0.983		2	20	3	2	0	3								
17	1.148	0.456	1.063	0.094	0.10	0.80	0.07	0.03										
	Q1=0.781	Q3=1.344	IQR=0.563		3	24	2	1										
18	1.679	1.188	1.237	0.420	0.07	0.63	0.10	0.13	0.00	0.07								
	Q1=0.868	Q3=2.167	IQR=1.298		2	19	3	4	0	2								
19	1.724	1.192	1.306	0.562	0.03	0.60	0.20	0.07	0.03	0.07								
	Q1=0.903	Q3=2.125	IQR=1.222		1	18	6	2	1	2								
20	2.000	1.361	1.433	0.374	0.07	0.50	0.17	0.13	0.03	0.10								
	Q1=0.967	Q3=2.750	IQR=1.783		2	15	5	4	1	3								
21	1.893	1.315	1.375	0.562	0.07	0.53	0.17	0.13	0.00	0.10								
	Q1=0.938	Q3=2.500	IQR=1.563		2	16	5	4	0	3								
22	2.500	1.644	2.000	0.619	0.07	0.40	0.13	0.17	0.00	0.23								
	Q1=1.083	Q3=3.500	IQR=2.417		2	12	4	5	0	7								
23	2.724	1.509	2.429	0.471	0.03	0.27	0.23	0.17	0.10	0.20								
	Q1=1.406	Q3=4.083	IQR=2.677		1	8	7	5	3	6								

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
10	11	12	13											
24	2.448	1.660	1.750	0.630	0.03	0.47	0.07	0.20	0.00	0.23				
	Q1=1.018	Q3=3.458	IQR=2.440		1	14	2	6	0	7				
25	3.310	1.466	3.188	0.502	0.03	0.13	0.17	0.27	0.07	0.33				
	Q1=2.150	Q3=4.775	IQR=2.625		1	4	5	8	2	10				
26	1.586	1.119	1.225	0.579	0.03	0.67	0.17	0.07	0.00	0.07				
	Q1=0.863	Q3=1.850	IQR=0.988		1	20	5	2	0	2				
27	2.667	1.348	2.333	0.795	0.00	0.17	0.40	0.23	0.00	0.20				
	Q1=1.708	Q3=3.286	IQR=1.577		0	5	12	7	0	6				
28	3.931	1.438	4.647	0.743	0.03	0.07	0.17	0.10	0.07	0.57				
	Q1=2.583	Q3=5.074	IQR=2.490		1	2	5	3	2	17				
29	3.793	1.373	4.533	0.757	0.03	0.03	0.20	0.20	0.03	0.50				
	Q1=2.542	Q3=5.017	IQR=2.475		1	1	6	6	1	15				
30	1.448	0.632	1.306	0.592	0.03	0.60	0.30	0.07						
	Q1=0.903	Q3=1.917	IQR=1.014		1	18	9	2						
31	1.966	1.149	1.583	0.409	0.03	0.47	0.20	0.20	0.07	0.03				
	Q1=1.018	Q3=2.792	IQR=1.774		1	14	6	6	2	1				

Kimberly - Change in Use

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8
5	1.893	0.629	1.912	0.455	0.07	0.23	0.57	0.13					
	Q1=1.500	Q3=2.324	IQR=0.824		2	7	17	4					
6	2.143	0.602	2.118	0.736	0.10	0.10	0.57	0.23					
	Q1=1.721	Q3=2.536	IQR=0.815		3	3	17	7					
7	2.370	0.565	2.333	0.819	0.10	0.03	0.50	0.37					
	Q1=1.833	Q3=2.836	IQR=1.003		3	1	15	11					
8	2.333	0.555	2.281	0.797	0.10	0.03	0.53	0.33					
	Q1=1.859	Q3=2.825	IQR=0.966		3	1	16	10					
9	2.154	0.543	2.111	0.769	0.13	0.07	0.60	0.20					
	Q1=1.750	Q3=2.472	IQR=0.722		4	2	18	6					
10	2.321	0.476	2.237	0.684	0.07	0.00	0.63	0.30					
	Q1=1.868	Q3=2.722	IQR=0.854		2	0	19	9					
11	2.042	0.550	2.029	0.674	0.20	0.10	0.57	0.13					
	Q1=1.676	Q3=2.382	IQR=0.706		6	3	17	4					
12	2.107	0.635	2.100	0.448	0.07	0.17	0.50	0.27					
	Q1=1.633	Q3=2.625	IQR=0.992		2	5	15	8					

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8
13	2.080	0.400	2.043	0.721	0.17	0.03	0.70	0.10					
	Q1=1.750	Q3=2.345	IQR=0.595		5	1	21	3					
14	2.077	0.484	2.050	0.783	0.13	0.07	0.67	0.13					
	Q1=1.725	Q3=2.375	IQR=0.650		4	2	20	4					
15	2.286	0.460	2.200	0.697	0.07	0.00	0.67	0.27					
	Q1=1.850	Q3=2.625	IQR=0.775		2	0	20	8					
16	2.037	0.437	2.023	0.448	0.10	0.07	0.73	0.10					
	Q1=1.716	Q3=2.330	IQR=0.614		3	2	22	3					
17	1.920	0.277	1.957	0.749	0.17	0.07	0.77						
	Q1=1.685	Q3=2.228	IQR=0.543		5	2	23						
18	2.000	0.408	2.000	0.795	0.17	0.07	0.70	0.07					
	Q1=1.702	Q3=2.298	IQR=0.595		5	2	21	2					
19	1.923	0.484	1.950	0.768	0.13	0.13	0.67	0.07					
	Q1=1.625	Q3=2.275	IQR=0.650		4	4	20	2					
20	2.120	0.600	2.094	0.672	0.17	0.10	0.53	0.20					
	Q1=1.703	Q3=2.434	IQR=0.731		5	3	16	6					
21	2.080	0.572	2.059	0.738	0.17	0.10	0.57	0.17					
	Q1=1.691	Q3=2.426	IQR=0.735		5	3	17	5					
22	2.269	0.452	2.184	0.759	0.13	0.00	0.63	0.23					
	Q1=1.842	Q3=2.571	IQR=0.729		4	0	19	7					
23	2.333	0.620	2.321	0.748	0.10	0.07	0.47	0.37					
	Q1=1.839	Q3=2.886	IQR=1.047		3	2	14	11					
24	2.222	0.506	2.153	0.765	0.10	0.03	0.63	0.23					
	Q1=1.803	Q3=2.536	IQR=0.733		3	1	19	7					
25	2.444	0.506	2.400	0.547	0.10	0.00	0.50	0.40					
	Q1=1.950	Q3=2.938	IQR=0.988		3	0	15	12					
26	2.000	0.400	2.000	0.776	0.13	0.07	0.73	0.07					
	Q1=1.705	Q3=2.295	IQR=0.591		4	2	22	2					
27	2.321	0.476	2.237	0.704	0.07	0.00	0.63	0.30					
	Q1=1.868	Q3=2.722	IQR=0.854		2	0	19	9					
28	2.667	0.480	2.750	0.963	0.10	0.00	0.30	0.60					
	Q1=2.250	Q3=3.125	IQR=0.875		3	0	9	18					
29	2.500	0.509	2.500	0.747	0.07	0.00	0.47	0.47					
	Q1=2.000	Q3=3.000	IQR=1.000		2	0	14	14					
30	2.000	0.555	2.000	0.774	0.10	0.13	0.63	0.13					
	Q1=1.645	Q3=2.355	IQR=0.711		3	4	19	4					
31	2.303	0.549	2.250	0.731	0.13	0.03	0.53	0.30					
	Q1=1.844	Q3=2.778	IQR=0.934		4	1	16	9					

Madison - Use

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9	10	11	12	13
5	1.550	0.892	1.296	0.542	0.01	0.62	0.25	0.08	0.00	0.03								
	Q1=0.898	Q3=1.977	IQR=1.079		1	81	33	11	0	4								
6	1.908	1.279	1.390	0.523	0.00	0.56	0.18	0.12	0.05	0.08								
	Q1=0.945	Q3=2.531	IQR=1.586		0	73	24	16	6	11								
7	2.527	1.640	1.969	0.594	0.01	0.44	0.12	0.13	0.07	0.23								
	Q1=1.066	Q3=4.250	IQR=3.184		1	57	16	17	9	30								
8	2.281	1.436	1.833	0.608	0.02	0.43	0.18	0.17	0.06	0.14								
	Q1=1.071	Q3=3.227	IQR=2.156		2	56	24	22	8	18								
9	1.921	1.395	1.318	0.522	0.03	0.59	0.13	0.09	0.04	0.12								
	Q1=0.909	Q3=2.542	IQR=1.633		4	77	17	12	5	15								
10	3.079	1.608	3.000	0.546	0.03	0.24	0.18	0.14	0.10	0.32								
	Q1=1.522	Q3=4.732	IQR=3.210		4	31	23	18	13	41								
11	1.435	0.990	1.133	0.335	0.05	0.75	0.08	0.05	0.04	0.03								
	Q1=0.816	Q3=1.449	IQR=0.633		6	98	11	6	5	4								
12	1.713	1.084	1.338	0.602	0.01	0.59	0.22	0.11	0.03	0.05								
	Q1=0.919	Q3=2.205	IQR=1.287		1	77	28	14	4	6								
13	1.667	1.195	1.225	0.531	0.01	0.68	0.12	0.11	0.01	0.08								
	Q1=0.862	Q3=2.017	IQR=1.154		1	89	15	14	1	10								
14	1.631	0.974	1.323	0.593	0.00	0.61	0.25	0.08	0.05	0.02								
	Q1=0.911	Q3=2.078	IQR=1.167		0	79	32	10	6	3								
15	1.559	0.905	1.294	0.554	0.02	0.62	0.25	0.07	0.02	0.02								
	Q1=0.897	Q3=1.977	IQR=1.080		3	80	32	9	3	3								
16	1.320	0.789	1.125	0.380	0.04	0.77	0.13	0.03	0.01	0.02								
	Q1=0.813	Q3=1.438	IQR=0.625		5	100	17	4	1	3								
17	1.188	0.448	1.098	0.357	0.02	0.82	0.14	0.02										
	Q1=0.799	Q3=1.397	IQR=0.598		2	107	18	3										
18	1.523	0.988	1.203	0.542	0.02	0.70	0.14	0.10	0.01	0.04								
	Q1=0.852	Q3=1.778	IQR=0.926		2	91	18	13	1	5								
19	1.523	0.939	1.219	0.491	0.02	0.68	0.15	0.12	0.00	0.03								
	Q1=0.860	Q3=1.868	IQR=1.009		2	89	19	16	0	4								
20	2.200	1.508	1.462	0.469	0.04	0.50	0.12	0.14	0.05	0.15								
	Q1=0.981	Q3=3.208	IQR=2.228		5	65	16	18	6	20								
21	2.285	1.617	1.446	0.321	0.05	0.50	0.10	0.13	0.01	0.21								
	Q1=0.973	Q3=3.338	IQR=2.365		7	65	13	17	1	27								
22	2.244	1.580	1.446	0.385	0.05	0.50	0.12	0.12	0.03	0.18								
	Q1=0.973	Q3=3.317	IQR=2.344		7	65	15	15	4	24								
23	2.444	1.635	1.682	0.528	0.05	0.46	0.08	0.14	0.06	0.21								
	Q1=1.017	Q3=4.000	IQR=2.983		6	60	11	18	8	27								

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9	10	11	12	13
24	2.323	1.544	1.658	0.457	0.05	0.45	0.15	0.11	0.08	0.16								
	Q1=1.025	Q3=3.591	IQR=2.565		6	59	19	14	11	21								
25	3.111	1.650	2.944	0.624	0.03	0.24	0.18	0.14	0.05	0.36								
	Q1=1.521	Q3=4.830	IQR=3.309		4	31	24	18	6	47								
26	1.685	1.042	1.333	0.671	0.00	0.60	0.22	0.11	0.03	0.04								
	Q1=0.917	Q3=2.172	IQR=1.256		0	78	29	14	4	5								
27	2.411	1.344	2.135	0.641	0.01	0.32	0.28	0.18	0.08	0.12								
	Q1=1.287	Q3=3.281	IQR=1.995		1	41	37	24	11	16								
28	3.323	1.500	3.333	0.617	0.00	0.18	0.13	0.23	0.12	0.35								
	Q1=2.059	Q3=4.778	IQR=2.719		0	23	17	30	15	45								
29	3.262	1.548	3.273	0.598	0.00	0.18	0.18	0.17	0.11	0.35								
	Q1=1.854	Q3=4.793	IQR=2.939		0	24	24	22	14	46								
30	1.367	0.802	1.153	0.473	0.02	0.75	0.15	0.06	0.00	0.02								
	Q1=0.827	Q3=1.480	IQR=0.653		2	98	19	8	0	3								
31	1.869	1.338	1.323	0.541	0.00	0.61	0.16	0.09	0.03	0.11								
	Q1=0.911	Q3=2.381	IQR=1.470		0	79	21	12	4	14								

Madison - Change in Use

ITEM	MEAN	STD	OMIT	1	2	3	4	5	6	7	8	9	10	11	12	13
5	1.874	0.499	0.06	0.18	0.69	0.06										
			7	20	76	7										
	N=110		Q1=1.576		MEDIAN=1.914		Q3=2.253		IQR=0.678							
6	2.010	0.472	0.05	0.10	0.74	0.11										
			6	11	81	12										
	N=110		Q1=1.685		MEDIAN=2.006		Q3=2.327		IQR=0.642							
7	2.038	0.414	0.05	0.06	0.79	0.10										
			5	7	87	11										
	N=110		Q1=1.721		MEDIAN=2.023		Q3=2.325		IQR=0.603							
8	2.190	0.462	0.05	0.03	0.72	0.21										
			5	3	79	23										
	N=110		Q1=1.794		MEDIAN=2.127		Q3=2.459		IQR=0.665							
9	2.039	0.342	0.07	0.04	0.82	0.07										
			8	4	90	8										
	N=110		Q1=1.739		MEDIAN=2.022		Q3=2.306		IQR=0.567							

ITEM	MEAN	STD	OMIT	1	2	3	4	5	6	7	8	9	10
11	12	13											
10	2.142	0.376	0.04	0.01	0.81	0.15							
			4	1	89	16							
	N=110		Q1=1.787		MEDIAN=2.084		Q3=2.382		IQR=0.596				
11	1.961	0.396	0.07	0.09	0.78	0.05							
			8	10	86	6							
	N=110		Q1=1.680		MEDIAN=1.977		Q3=2.273		IQR=0.593				
12	2.075	0.407	0.04	0.05	0.80	0.12							
			4	5	88	13							
	N=110		Q1=1.744		MEDIAN=2.045		Q3=2.347		IQR=0.602				
13	2.067	0.347	0.05	0.03	0.84	0.09							
			5	3	92	10							
	N=110		Q1=1.753		MEDIAN=2.038		Q3=2.323		IQR=0.571				
14	2.084	0.415	0.03	0.05	0.80	0.13							
			3	5	88	14							
	N=110		Q1=1.747		MEDIAN=2.051		Q3=2.355		IQR=0.608				
15	2.050	357	0.03	0.04	0.80	0.08							
			9	4	88	9							
	N=110		Q1=1.741		MEDIAN=2.028		Q3=2.315		IQR=0.574				
16	2.010	0.362	0.09	0.05	0.79	0.06							
			10	6	87	7							
	N=110		Q1=1.718		MEDIAN=2.006		Q3=2.293		IQR=0.575				
17	1.971	0.329	0.07	0.06	0.83	0.04							
			8	7	91	4							
	N=110		Q1=1.703		MEDIAN=1.984		Q3=2.264		IQR=0.560				
18	2.010	0.298	0.07	0.04	0.85	0.05							
			8	4	93	5							
	N=110		Q1=1.731		MEDIAN=2.005		Q3=2.280		IQR=0.548				
19	2.000	0.316	0.08	0.05	0.83	0.05							
			9	5	91	5							
	N=110		Q1=1.723		MEDIAN=2.000		Q3=2.277		IQR=0.555				
20	2.118	0.380	0.07	0.02	0.78	0.13							
			8	2	86	14							
	N=110		Q1=1.773		MEDIAN=2.070		Q3=2.366		IQR=0.593				
21	2.122	0.329	0.11	0.00	0.78	0.11							
			12	0	86	12							
	N=110		Q1=1.785		MEDIAN=2.070		Q3=2.355		IQR=0.570				
22	2.082	0.277	0.12	0.00	0.81	0.07							
			13	0	89	8							
	N=110		Q1=1.772		MEDIAN=2.045		Q3=2.317		IQR=0.545				

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23    2.140 0.377 0.09 0.01 0.76 0.14
                   10    1   84   15
      N=110        Q1=1.786   MEDIAN=2.083   Q3=2.381   IQR=0.595

24    2.147 0.383 0.07 0.01 0.77 0.15
                    8    1   85   16
      N=110        Q1=1.788   MEDIAN=2.088   Q3=2.388   IQR=0.600

25    2.221 0.417 0.05 0.00 0.74 0.21
                    6    0   81   23
      N=110        Q1=1.821   MEDIAN=2.142   Q3=2.463   IQR=0.642

26    2.074 0.327 0.02 0.02 0.87 0.09
                    2    2   96   10
      N=110        Q1=1.760   MEDIAN=2.042   Q3=2.323   IQR=0.563

27    2.157 0.414 0.02 0.02 0.79 0.17
                    2    2   87   19
      N=110        Q1=1.787   MEDIAN=2.098   Q3=2.408   IQR=0.621

28    2.213 0.433 0.02 0.01 0.75 0.22
                    2    1   83   24
      N=110        Q1=1.813   MEDIAN=2.139   Q3=2.464   IQR=0.651

29    2.213 0.433 0.02 0.01 0.75 0.22
                    2    1   83   24
      N=110        Q1=1.813   MEDIAN=2.139   Q3=2.464   IQR=0.651

30    1.952 0.323 0.05 0.07 0.85 0.03
                    6    8   93    3
      N=110        Q1=1.694   MEDIAN=1.973   Q3=2.253   IQR=0.559

31    2.000 0.434 0.03 0.09 0.79 0.09
                    3   10   87   10
      N=110        Q1=1.693   MEDIAN=2.000   Q3=2.307   IQR=0.615
```

Oregon - Use

ITEM	MEAN	STAN-DEV	MEDIAN	P-CØR	0	1	2	3	4	5	6	7	8	9	10	11	12	13
5	1.647	0.606	1.667	0.777	0.06	0.39	0.50	0.06										
	Q1=1.107	Q3=2.139	IQR=1.032		1	7	9	1										
6	2.353	1.115	2.091	0.698	0.06	0.11	0.61	0.11	0.00	0.11								
	Q1=1.705	Q3=2.477	IQR=0.773		1	2	11	2	0	2								
7	2.588	1.583	2.125	0.367	0.06	0.33	0.22	0.06	0.17	0.17								
	Q1=1.208	Q3=4.083	IQR=2.875		1	6	4	1	3	3								
8	2.412	1.176	2.571	-0.113	0.06	0.28	0.17	0.39	0.06	0.06								
	Q1=1.350	Q3=3.179	IQR=1.829		1	5	3	7	1	1								
9	1.667	0.816	1.438	0.817	0.17	0.44	0.22	0.17										
	Q1=0.969	Q3=2.313	IQR=1.344		3	8	4	3										
10	2.625	1.544	2.250	0.599	0.11	0.28	0.22	0.11	0.11	0.17								
	Q1=1.300	Q3=4.000	IQR=2.700		2	5	4	2	2	3								
11	1.533	0.743	1.333	0.351	0.17	0.50	0.22	0.11										
	Q1=0.917	Q3=2.063	IQR=1.146		3	9	4	2										
12	2.063	1.289	1.500	0.536	0.11	0.44	0.11	0.22	0.06	0.06								
	Q1=1.000	Q3=3.000	IQR=2.000		2	8	2	4	1	1								
13	2.250	1.571	1.500	0.636	0.11	0.44	0.11	0.17	0.00	0.17								
	Q1=1.000	Q3=3.167	IQR=2.167		2	8	2	3	0	3								
14	1.875	0.719	1.875	0.685	0.11	0.28	0.44	0.17										
	Q1=1.300	Q3=2.375	IQR=1.075		2	5	8	3										
15	2.118	1.364	1.750	0.418	0.06	0.39	0.33	0.06	0.06	0.11								
	Q1=1.107	Q3=2.458	IQR=1.351		1	7	6	1	1	2								
16	1.563	0.814	1.300	0.637	0.11	0.56	0.17	0.17										
	Q1=0.900	Q3=2.167	IQR=1.267		2	10	3	3										
17	1.125	0.342	1.071	0.698	0.11	0.78	0.11											
	Q1=0.786	Q3=1.357	IQR=0.571		2	14	2											
18	1.438	1.031	1.167	0.610	0.11	0.67	0.17	0.00	0.00	0.06								
	Q1=0.833	Q3=1.500	IQR=0.667		2	12	3	0	0	1								
19	1.500	1.033	1.227	0.589	0.11	0.61	0.22	0.00	0.00	0.06								
	Q1=0.864	Q3=1.750	IQR=0.886		2	11	4	0	0	1								
20	2.313	1.537	1.500	0.680	0.11	0.44	0.06	0.17	0.11	0.11								
	Q1=1.000	Q3=3.500	IQR=2.500		2	8	1	3	2	2								
21	2.929	1.592	3.000	0.625	0.22	0.22	0.11	0.11	0.17	0.17								
	Q1=1.375	Q3=4.333	IQR=2.958		4	4	2	2	3	3								
22	2.643	1.781	2.000	0.558	0.22	0.33	0.11	0.06	0.06	0.22								
	Q1=1.083	Q3=4.625	IQR=3.542		4	6	2	1	1	4								
23	2.000	1.265	1.389	0.664	0.11	0.50	0.00	0.33	0.00	0.06								
	Q1=0.944	Q3=3.000	IQR=2.056		2	9	0	6	0	1								

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9	10	11	12	13
24	2.200	1.373	1.750	0.825	0.17	0.39	0.11	0.17	0.11	0.06								
	Q1=1.036	Q3=3.250	IQR=2.214		3	7	2	3	2	1								
25	3.313	1.448	3.500	0.740	0.11	0.06	0.33	0.06	0.17	0.28								
	Q1=2.000	Q3=4.700	IQR=2.700		2	1	6	1	3	5								
26	2.063	1.436	1.500	0.866	0.11	0.44	0.22	0.06	0.06	0.11								
	Q1=1.000	Q3=2.500	IQR=1.500		2	8	4	1	1	2								
27	2.563	1.315	2.500	0.720	0.11	0.22	0.22	0.28	0.06	0.11								
	Q1=1.500	Q3=3.300	IQR=1.800		2	4	4	5	1	2								
28	3.625	1.544	4.167	0.719	0.11	0.11	0.17	0.06	0.17	0.39								
	Q1=2.167	Q3=4.929	IQR=2.762		2	2	3	1	3	7								
29	3.125	1.536	3.000	0.743	0.11	0.17	0.22	0.11	0.11	0.28								
	Q1=1.750	Q3=4.700	IQR=2.950		2	3	4	2	2	5								
30	1.875	1.455	1.300	0.553	0.11	0.56	0.17	0.00	0.06	0.11								
	Q1=0.900	Q3=2.167	IQR=1.267		2	10	3	0	1	2								
31	2.875	2.729	1.750	0.273	0.06	0.39	0.22	0.17	0.00	0.11								
	Q1=1.071	Q3=2.833	IQR=1.762		1	7	4	3	0	2								

Oregon - Change in Use

ITEM	MEAN	STD	OMIT	1	2	3	4	5	6	7	8	9	10	11	12	13
5	2.200	0.561	0.12	0.06	0.59	0.24										
			2	1	10	4										
	N= 17		Q1=1.775		MEDIAN=2.150		Q3=2.563		IQR=0.788							
6	2.200	0.414	0.12	0.00	0.71	0.18										
			2	0	12	3										
	N= 17		Q1=1.813		MEDIAN=2.125		Q3=2.438		IQR=0.625							
7	2.000	0.555	0.18	0.12	0.59	0.12										
			3	2	10	2										
	N= 17		Q1=1.650		MEDIAN=2.000		Q3=2.350		IQR=0.700							
8	2.077	0.277	0.24	0.00	0.71	0.06										
			4	0	12	1										
	N= 17		Q1=1.771		MEDIAN=2.042		Q3=2.313		IQR=0.542							
9	2.000	0.426	0.29	0.06	0.59	0.06										
			5	1	10	1										
	N= 17		Q1=1.700		MEDIAN=2.000		Q3=2.300		IQR=0.600							
10	2.154	0.376	0.24	0.00	0.65	0.12										
			4	0	11	2										
	N= 17		Q1=1.795		MEDIAN=2.091		Q3=2.386		IQR=0.591							

ITEM	MEAN	STD	OMIT	1	2	3	4	5	6	7	8	9	10	11	12	13
11	2.083	0.289	0.29	0.00	0.65	0.06										
			5	0	11	1										
	N= 17		Q1=1.773		MEDIAN=2.045		Q3=2.318		IQR=0.545							
12	2.077	0.494	0.24	0.06	0.59	0.12										
			4	1	10	2										
	N= 17		Q1=1.725		MEDIAN=2.050		Q3=2.375		IQR=0.650							
13	2.077	0.494	0.24	0.06	0.59	0.12										
			4	1	10	2										
	N= 17		Q1=1.725		MEDIAN=2.050		Q3=2.375		IQR=0.650							
14	2.133	0.352	0.12	0.00	0.76	0.12										
			2	0	13	2										
	N= 17		Q1=1.788		MEDIAN=2.077		Q3=2.365		IQR=0.577							
15	2.154	0.376	0.24	0.00	0.65	0.12										
			4	0	11	2										
	N= 17		Q1=1.795		MEDIAN=2.091		Q3=2.386		IQR=0.591							
16	2.000	0.408	0.24	0.06	0.65	0.06										
			4	1	11	1										
	N= 17		Q1=1.705		MEDIAN=2.000		Q3=2.295		IQR=0.591							
17	1.846	0.376	0.24	0.12	0.65											
			4	2	11											
	N= 17		Q1=1.614		MEDIAN=1.909		Q3=2.205		IQR=0.591							
18	2.000	0.000	0.24	0.00	0.76											
			4	0	13											
	N= 17		Q1=1.750		MEDIAN=2.000		Q3=2.250		IQR=0.500							
19	1.929	0.267	0.18	0.06	0.76											
			3	1	13											
	N= 17		Q1=1.692		MEDIAN=1.962		Q3=2.231		IQR=0.538							
20	2.077	0.277	0.24	0.00	0.71	0.06										
			4	0	12	1										
	N= 17		Q1=1.771		MEDIAN=2.042		Q3=2.313		IQR=0.542							
21	2.182	0.405	0.35	0.00	0.53	0.12										
			6	0	9	2										
	N= 17		Q1=1.806		MEDIAN=2.111		Q3=2.417		IQR=0.611							
22	2.167	0.577	0.29	0.06	0.47	0.18										
			5	1	8	3										
	N= 17		Q1=1.750		MEDIAN=2.125		Q3=2.500		IQR=0.750							
23	2.000	0.408	0.24	0.06	0.65	0.06										
			4	1	11	1										
	N= 17		Q1=1.705		MEDIAN=2.000		Q3=2.295		IQR=0.591							
24	2.000	0.000	0.24	0.00	0.76											
			4	0	13											
	N= 17		Q1=1.750		MEDIAN=2.000		Q3=2.250		IQR=0.500							

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25      2.143 0.363 0.18 0.00 0.71 0.12
                     3    0   12    2
        N= 17        Q1=1.792   MEDIAN=2.083  Q3=2.375  IQR=0.583

26      2.077 0.277 0.24 0.00 0.71 0.06
                     4    0   12    1
        N= 17        Q1=1.771   MEDIAN=2.042  Q3=2.313  IQR=0.542

27      2.143 0.363 0.18 0.00 0.71 0.12
                     3    0   12    2
        N= 17        Q1=1.792   MEDIAN=2.083  Q3=2.375  IQR=0.583

28      2.357 0.497 0.18 0.00 0.53 0.29
                     3    0    9    5
        N= 17        Q1=1.889   MEDIAN=2.278  Q3=2.800  IQR=0.911

29      2.214 0.426 0.18 0.00 0.65 0.18
                     3    0   11    3
        N= 17        Q1=1.818   MEDIAN=2.136  Q3=2.455  IQR=0.636

30      2.077 0.277 0.24 0.00 0.71 0.06
                     4    0   12    1
        N= 17        Q1=1.771   MEDIAN=2.042  Q3=2.313  IQR=0.542

31      2.077 0.494 0.24 0.06 0.59 0.12
                     4    1   10    2
        N= 17        Q1=1.725   MEDIAN=2.050  Q3=2.375  IQR=0.650
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Shawano - Use

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
10	11	12	13											
5	1.732	1.119	1.354	0.404	0.00	0.59	0.24	0.07	0.05	0.05				
	Q1=0.927	Q3=2.175	IQR=1.248		0	24	10	3	2	2				
6	1.756	0.916	1.594	0.500	0.00	0.46	0.39	0.10	0.02	0.02				
	Q1=1.039	Q3=2.234	IQR=1.195		0	19	16	4	1	1				
7	2.610	1.376	2.308	0.674	0.00	0.24	0.32	0.17	0.12	0.15				
	Q1=1.519	Q3=3.650	IQR=2.131		0	10	13	7	5	6				
8	2.200	1.181	2.000	0.704	0.02	0.34	0.29	0.20	0.10	0.05				
	Q1=1.214	Q3=3.000	IQR=1.786		1	14	12	8	4	2				
9	2.049	1.465	1.391	0.665	0.00	0.56	0.15	0.12	0.02	0.15				
	Q1=0.946	Q3=2.850	IQR=1.904		0	23	6	5	1	6				
10	3.195	1.616	3.143	0.663	0.00	0.22	0.17	0.17	0.07	0.37				
	Q1=1.679	Q3=4.817	IQR=3.138		0	9	7	7	3	15				
11	1.450	1.011	1.145	0.370	0.02	0.76	0.10	0.07	0.00	0.05				
	Q1=0.823	Q3=1.468	IQR=0.645		1	31	4	3	0	2				
12	1.575	0.813	1.300	0.458	0.02	0.61	0.17	0.20						
	Q1=0.900	Q3=2.214	IQR=1.314		1	25	7	8						
13	1.625	1.055	1.269	0.155	0.02	0.63	0.17	0.12	0.00	0.05				
	Q1=0.885	Q3=2.071	IQR=1.187		1	26	7	5	0	2				
14	1.550	0.749	1.333	0.512	0.02	0.59	0.24	0.15						
	Q1=0.917	Q3=2.100	IQR=1.183		1	24	10	6						
15	1.707	1.031	1.391	0.458	0.00	0.56	0.27	0.12	0.00	0.05				
	Q1=0.946	Q3=2.205	IQR=1.259		0	23	11	5	0	2				
16	1.200	0.564	1.088	0.282	0.02	0.83	0.12	0.00	0.02					
	Q1=0.794	Q3=1.382	IQR=0.588		1	34	5	0	1					
17	1.150	0.483	1.056	0.436	0.02	0.88	0.05	0.05						
	Q1=0.778	Q3=1.333	IQR=0.556		1	36	2	2						
18	1.610	1.046	1.252	0.366	0.00	0.66	0.20	0.05	0.07	0.02				
	Q1=0.880	Q3=1.969	IQR=1.089		0	27	8	2	3	1				
19	1.600	0.900	1.370	0.364	0.02	0.56	0.32	0.05	0.02	0.02				
	Q1=0.935	Q3=2.038	IQR=1.104		1	23	13	2	1	1				
20	1.949	1.297	1.386	0.268	0.05	0.54	0.12	0.17	0.05	0.07				
	Q1=0.943	Q3=2.821	IQR=1.878		2	22	5	7	2	3				
21	2.105	1.290	1.773	0.597	0.07	0.39	0.27	0.15	0.02	0.10				
	Q1=1.094	Q3=2.750	IQR=1.656		3	16	11	6	1	4				
22	1.865	1.294	1.381	0.616	0.10	0.51	0.20	0.10	0.00	0.10				
	Q1=0.940	Q3=2.344	IQR=1.403		4	21	8	4	0	4				
23	2.150	1.477	1.500	0.448	0.02	0.49	0.20	0.10	0.05	0.15				
	Q1=1.000	Q3=3.000	IQR=2.000		1	20	8	4	2	6				

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
10	11	12	13											
24	2.400	1.661	1.667	0.491	0.02	0.46	0.15	0.12	0.00	0.24				
	Q1=1.026	Q3=3.500	IQR=2.474		1	19	6	5	0	10				
25	2.707	1.327	2.625	0.423	0.00	0.22	0.24	0.29	0.10	0.15				
	Q1=1.625	Q3=3.479	IQR=1.854		0	9	10	12	4	6				
26	2.000	1.162	1.708	0.620	0.00	0.44	0.29	0.15	0.07	0.05				
	Q1=1.069	Q3=2.625	IQR=1.556		0	18	12	6	3	2				
27	2.659	1.334	2.458	0.591	0.00	0.22	0.29	0.24	0.10	0.15				
	Q1=1.604	Q3=3.475	IQR=1.871		0	9	12	10	4	6				
28	3.500	1.396	3.500	0.655	0.02	0.07	0.22	0.20	0.12	0.37				
	Q1=2.278	Q3=4.833	IQR=2.556		1	3	9	8	5	15				
29	3.488	1.468	3.364	0.559	0.00	0.12	0.15	0.27	0.05	0.41				
	Q1=2.375	Q3=4.897	IQR=2.522		0	5	6	11	2	17				
30	1.625	1.102	1.241	0.550	0.02	0.66	0.15	0.10	0.02	0.05				
	Q1=0.870	Q3=2.000	IQR=1.130		1	27	6	4	1	2				
31	1.923	1.222	1.429	0.400	0.05	0.51	0.17	0.15	0.07	0.05				
	Q1=0.964	Q3=2.708	IQR=1.744		2	21	7	6	3	2				

Shawano - Change in Use

ITEM	MEAN	STD	OMIT	1	2	3	4	5	6	7	8	9	10
11	12	13											
5	2.083	0.500	0.10	0.08	0.68	0.15							
			4	3	27	6							
	N= 40		Q1=1.722	MEDIAN=2.056		Q3=2.389	IQR=0.667						
6	2.057	0.416	0.13	0.05	0.73	0.10							
			5	2	29	4							
	N= 40		Q1=1.733	MEDIAN=2.034		Q3=2.336	IQR=0.603						
7	2.111	0.575	0.10	0.10	0.60	0.20							
			4	4	24	8							
	N= 40		Q1=1.708	MEDIAN=2.083		Q3=2.458	IQR=0.750						
8	2.029	0.453	0.13	0.08	0.70	0.10							
			5	3	28	4							
	N= 40		Q1=1.705	MEDIAN=2.018		Q3=2.330	IQR=0.625						
9	2.086	0.507	0.13	0.08	0.65	0.15							
			5	3	26	6							
	N= 40		Q1=1.721	MEDIAN=2.058		Q3=2.394	IQR=0.673						
10	2.333	0.478	0.10	0.00	0.60	0.30							
			4	0	24	12							
	N= 40		Q1=1.875	MEDIAN=2.250		Q3=2.750	IQR=0.875						

ITEM	MEAN	STD	OMIT	1	2	3	4	5	6	7	8	9	10
11	12	13											

11 1.971 0.300 0.15 0.05 0.78 0.03
6 2 31 1
N= 40 Q1=1.710 MEDIAN=1.984 Q3=2.258 IQR=0.548

12 1.971 0.453 0.13 0.10 0.70 0.08
5 4 28 3
N= 40 Q1=1.670 MEDIAN=1.982 Q3=2.295 IQR=0.625

13 2.059 0.547 0.15 0.10 0.60 0.15
6 4 24 6
N= 40 Q1=1.688 MEDIAN=2.042 Q3=2.396 IQR=0.708

14 2.059 0.343 0.15 0.03 0.75 0.08
6 1 30 3
N= 40 Q1=1.750 MEDIAN=2.033 Q3=2.317 IQR=0.567

15 2.088 0.514 0.15 0.08 0.63 0.15
6 3 25 6
N= 40 Q1=1.720 MEDIAN=2.060 Q3=2.400 IQR=0.680

16 1.939 0.242 0.18 0.05 0.78
7 2 31
N= 40 Q1=1.702 MEDIAN=1.968 Q3=2.234 IQR=0.532

17 2.030 0.394 0.18 0.05 0.70 0.08
7 2 28 3
N= 40 Q1=1.723 MEDIAN=2.018 Q3=2.313 IQR=0.589

18 1.971 0.300 0.15 0.05 0.78 0.03
6 2 31 1
N= 40 Q1=1.710 MEDIAN=1.984 Q3=2.258 IQR=0.548

19 2.091 0.384 0.18 0.03 0.70 0.10
7 1 28 4
N= 40 Q1=1.759 MEDIAN=2.054 Q3=2.348 IQR=0.589

20 2.094 0.466 0.20 0.05 0.63 0.13
8 2 25 5
N= 40 Q1=1.740 MEDIAN=2.060 Q3=2.380 IQR=0.640

21 2.188 0.397 0.20 0.00 0.65 0.15
8 0 26 6
N= 40 Q1=1.808 MEDIAN=2.115 Q3=2.423 IQR=0.615

22 2.063 0.435 0.20 0.05 0.65 0.10
8 2 26 4
N= 40 Q1=1.731 MEDIAN=2.038 Q3=2.346 IQR=0.615

23 2.118 0.478 0.15 0.05 0.65 0.15
6 2 26 6
N= 40 Q1=1.750 MEDIAN=2.077 Q3=2.404 IQR=0.654

24 2.152 0.364 0.18 0.00 0.70 0.13
7 0 28 5
N= 40 Q1=1.795 MEDIAN=2.089 Q3=2.384 IQR=0.589

25 2.176 0.387 0.15 0.00 0.70 0.15
6 0 28 6
N= 40 Q1=1.804 MEDIAN=2.107 Q3=2.411 IQR=0.607

26 2.147 0.436 0.15 0.03 0.68 0.15
6 1 27 6
N= 40 Q1=1.778 MEDIAN=2.093 Q3=2.407 IQR=0.630

27 2.235 0.554 0.15 0.05 0.55 0.25
6 2 22 10
N= 40 Q1=1.795 MEDIAN=2.182 Q3=2.650 IQR=0.855

28 2.235 0.431 0.15 0.00 0.65 0.20
6 0 26 8
N= 40 Q1=1.827 MEDIAN=2.154 Q3=2.481 IQR=0.654

29 2.294 0.462 0.15 0.00 0.60 0.25
6 0 24 10
N= 40 Q1=1.854 MEDIAN=2.208 Q3=2.650 IQR=0.796

30 1.970 0.394 0.18 0.08 0.70 0.05
7 3 28 2
N= 40 Q1=1.688 MEDIAN=1.982 Q3=2.277 IQR=0.589

31 2.152 0.508 0.18 0.05 0.60 0.18
7 2 24 7
N= 40 Q1=1.760 MEDIAN=2.104 Q3=2.448 IQR=0.688

Sheboygan - Use

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
10	11	12	13											
5	1.590	0.827	1.365	0.464	0.03	0.56	0.28	0.10	0.01	0.01				
	Q1=0.932	Q3=2.094	IQR=1.161		3	48	24	9	1	1				
6	2.181	1.327	1.842	0.698	0.03	0.41	0.22	0.21	0.01	0.12				
	Q1=1.093	Q3=2.958	IQR=1.865		3	35	19	18	1	10				
7	3.120	1.580	3.067	0.616	0.03	0.22	0.16	0.17	0.09	0.31				
	Q1=1.625	Q3=4.731	IQR=3.106		3	19	14	15	8	27				
8	2.723	1.476	2.391	0.727	0.03	0.24	0.27	0.17	0.07	0.21				
	Q1=1.488	Q3=4.042	IQR=2.554		3	21	23	15	6	18				
9	2.220	1.532	1.453	0.587	0.05	0.50	0.12	0.12	0.07	0.15				
	Q1=0.977	Q3=3.350	IQR=2.373		4	43	10	10	6	13				
10	3.048	1.667	2.893	0.706	0.03	0.27	0.15	0.16	0.03	0.35				
	Q1=1.402	Q3=4.808	IQR=3.406		3	23	13	14	3	30				
11	1.585	1.042	1.232	0.616	0.05	0.65	0.15	0.08	0.03	0.03				
	Q1=0.866	Q3=1.923	IQR=1.057		4	56	13	7	3	3				
12	1.642	0.991	1.327	0.507	0.06	0.57	0.22	0.10	0.01	0.03				
	Q1=0.913	Q3=2.118	IQR=1.205		5	49	19	9	1	3				
13	1.732	1.306	1.207	0.459	0.05	0.67	0.07	0.08	0.05	0.08				
	Q1=0.853	Q3=2.083	IQR=1.230		4	58	6	7	4	7				
14	2.205	1.421	1.706	0.717	0.03	0.44	0.20	0.14	0.06	0.13				
	Q1=1.046	Q3=3.104	IQR=2.058		3	38	17	12	5	11				
15	2.217	1.415	1.795	0.672	0.03	0.41	0.26	0.14	0.01	0.15				
	Q1=1.093	Q3=2.938	IQR=1.845		3	35	22	12	1	13				
16	1.444	1.095	1.123	0.637	0.06	0.76	0.09	0.02	0.00	0.07				
	Q1=0.812	Q3=1.435	IQR=0.623		5	65	8	2	0	6				
17	1.148	0.615	1.040	0.514	0.06	0.87	0.03	0.01	0.01	0.01				
	Q1=0.770	Q3=1.310	IQR=0.540		5	75	3	1	1	1				
18	1.877	1.418	1.264	0.746	0.06	0.62	0.08	0.12	0.00	0.13				
	Q1=0.882	Q3=2.575	IQR=1.693		5	53	7	10	0	11				
19	1.679	1.243	1.236	0.518	0.06	0.64	0.15	0.06	0.00	0.09				
	Q1=0.868	Q3=1.942	IQR=1.074		5	55	13	5	0	8				
20	1.807	1.357	1.241	0.587	0.03	0.65	0.08	0.10	0.02	0.10				
	Q1=0.871	Q3=2.393	IQR=1.522		3	56	7	9	2	9				
21	2.160	1.537	1.400	0.611	0.06	0.52	0.10	0.10	0.06	0.15				
	Q1=0.950	Q3=3.250	IQR=2.300		5	45	9	9	5	13				
22	2.075	1.491	1.370	0.441	0.07	0.53	0.10	0.12	0.03	0.14				
	Q1=0.935	Q3=3.000	IQR=2.065		6	46	9	10	3	12				
23	2.150	1.527	1.389	0.453	0.07	0.52	0.08	0.14	0.03	0.15				
	Q1=0.944	Q3=3.167	IQR=2.222		6	45	7	12	3	13				

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7	8	9
10	11	12	13											
24	2.392	1.506	2.000	0.603	0.08	0.41	0.10	0.20	0.06	0.15				
	Q1=1.064	Q3=3.397	IQR=2.333		7	35	9	17	5	13				
25	3.205	1.544	3.031	0.620	0.03	0.16	0.22	0.19	0.05	0.35				
	Q1=1.855	Q3=4.808	IQR=2.953		3	14	19	16	4	30				
26	2.060	1.291	1.594	0.709	0.03	0.47	0.19	0.20	0.02	0.09				
	Q1=1.019	Q3=2.868	IQR=1.849		3	40	16	17	2	8				
27	2.905	1.510	2.750	0.797	0.02	0.23	0.20	0.23	0.06	0.26				
	Q1=1.559	Q3=4.545	IQR=2.987		2	20	17	20	5	22				
28	3.217	1.546	3.194	0.694	0.03	0.20	0.14	0.21	0.09	0.33				
	Q1=1.813	Q3=4.759	IQR=2.946		3	17	12	18	8	28				
29	3.429	1.467	3.260	0.705	0.02	0.13	0.14	0.29	0.02	0.40				
	Q1=2.333	Q3=4.882	IQR=2.549		2	11	12	25	2	34				
30	1.723	1.233	1.228	0.681	0.03	0.66	0.08	0.10	0.06	0.06				
	Q1=0.864	Q3=2.250	IQR=1.386		3	57	7	9	5	5				
31	2.427	1.432	2.214	0.708	0.05	0.36	0.16	0.24	0.03	0.15				
	Q1=1.161	Q3=3.286	IQR=2.124		4	31	14	21	3	13				

Sheboygan - Change in Use

ITEM	MEAN	STD	OMIT	1	2	3	4	5	6	7	8	9	10
11	12	13											
5	2.014	0.453	0.13	0.08	0.69	0.09							
				11	7	59	8						
	N= 85		Q1=1.695	MEDIAN=2.008		Q3=2.322	IQR=0.627						
6	2.095	0.553	0.13	0.09	0.60	0.18							
				11	8	51	15						
	N= 85		Q1=1.706	MEDIAN=2.069		Q3=2.431	IQR=0.725						
7	2.270	0.556	0.13	0.05	0.54	0.28							
				11	4	46	24						
	N= 85		Q1=1.815	MEDIAN=2.217		Q3=2.729	IQR=0.914						
8	2.230	0.484	0.13	0.02	0.62	0.22							
				11	2	53	19						
	N= 85		Q1=1.811	MEDIAN=2.160		Q3=2.526	IQR=0.715						
9	2.086	0.408	0.18	0.04	0.68	0.11							
				15	3	58	9						
	N= 85		Q1=1.750	MEDIAN=2.052		Q3=2.353	IQR=0.603						
10	2.211	0.505	0.16	0.04	0.59	0.21							
				14	3	50	18						
	N= 85		Q1=1.795	MEDIAN=2.150		Q3=2.514	IQR=0.719						
11	2.000	0.341	0.18	0.05	0.73	0.05							
				15	4	62	4						
	N= 85		Q1=1.718	MEDIAN=2.000		Q3=2.282	IQR=0.565						

ITEM	MEAN	STD	OMIT	1	2	3	4	5	6	7	8	9	10
11	12	13											
12	2.000	0.444	0.15	0.08	0.68	0.08							
				13	7	58	7						
	N= 85			Q1=1.690		MEDIAN=2.000		Q3=2.310		IQR=0.621			
13	2.097	0.449	0.15	0.05	0.67	0.13							
				13	4	57	11						
	N= 85			Q1=1.746		MEDIAN=2.091		Q3=2.377		IQR=0.632			
14	2.162	0.469	0.13	0.04	0.66	0.18							
				11	3	56	15						
	N= 85			Q1=1.777		MEDIAN=2.107		Q3=2.438		IQR=0.661			
15	2.123	0.439	0.14	0.04	0.68	0.14							
				12	3	58	12						
	N= 85			Q1=1.763		MEDIAN=2.078		Q3=2.392		IQR=0.629			
16	2.000	0.295	0.18	0.04	0.75	0.04							
				15	3	64	3						
	N= 85			Q1=1.727		MEDIAN=2.000		Q3=2.273		IQR=0.547			
17	2.000	0.241	0.18	0.02	0.78	0.02							
				15	2	66	2						
	[illegible]			[illegible]		[illegible]		[illegible]		[illegible]			
18	2.000	0.293	0.16	0.04	0.76	0.04							
				14	3	65	3						
	N= 85			Q1=1.727		MEDIAN=2.000		Q3=2.273		IQR=0.546			
19	2.043	0.361	0.19	0.04	0.71	0.07							
				16	3	60	6						
	N= 85			Q1=1.738		MEDIAN=2.025		Q3=2.313		IQR=0.575			
20	2.155	0.436	0.16	0.02	0.66	0.15							
				14	2	56	13						
	N= 85			Q1=1.781		MEDIAN=2.098		Q3=2.415		IQR=0.634			
21	2.116	0.438	0.19	0.04	0.65	0.13							
				16	3	55	11						
	N= 85			Q1=1.759		MEDIAN=2.073		Q3=2.386		IQR=0.627			
22	2.118	0.441	0.20	0.04	0.64	0.13							
				17	3	54	11						
	N= 85			Q1=1.759		MEDIAN=2.074		Q3=2.389		IQR=0.630			
23	2.147	0.466	0.20	0.04	0.61	0.15							
				17	3	52	13						
	N= 85			Q1=1.769		MEDIAN=2.096		Q3=2.423		IQR=0.654			
24	2.145	0.463	0.19	0.04	0.62	0.15							
				16	3	53	13						
	N= 85			Q1=1.769		MEDIAN=2.094		Q3=2.420		IQR=0.651			

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25    2.274 0.479 0.14 0.01 0.60 0.25
                  12    1   51   21
      N= 85       Q1=1.838   MEDIAN=2.196  Q3=2.631  IQR=0.793

26    2.028 0.413 0.16 0.06 0.69 0.08
                  14    5   59    7
      N= 85       Q1=1.716   MEDIAN=2.017  Q3=2.318  IQR=0.602

27    2.247 0.465 0.14 0.01 0.62 0.22
                  12    1   53   19
      N= 85       Q1=1.825   MEDIAN=2.170  Q3=2.539  IQR=0.714

28    2.319 0.499 0.15 0.01 0.55 0.28
                  13    1   47   24
      N= 85       Q1=1.862   MEDIAN=2.245  Q3=2.750  IQR=0.888

29    2.338 0.476 0.13 0.00 0.58 0.29
                  11    0   49   25
      N= 85       Q1=1.878   MEDIAN=2.255  Q3=2.760  IQR=0.882

30    2.000 0.375 0.15 0.06 0.73 0.06
                  13    5   62    5
      N= 85       Q1=1.710   MEDIAN=2.000  Q3=2.290  IQR=0.581

31    2.111 0.396 0.15 0.02 0.71 0.12
                  13    2   60   10
      N= 85       Q1=1.767   MEDIAN=2.067  Q3=2.367  IQR=0.600
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ITEM	MEAN	STAN-DEV	MEDIAN	P-CØR	0	1	2	3	4	5	6	7	8	9	10	11	12	13
5	1.518	1.009	1.218	0.194	0.02	0.68	0.19	0.05	0.00	0.05								
	Q1=0.859	Q3=1.773	IQR=0.914		1	39	11	3	0	3								
6	1.768	0.953	1.466	0.457	0.02	0.51	0.25	0.19	0.02	0.02								
	Q1=0.983	Q3=2.429	IQR=1.446		1	29	14	11	1	1								
7	2.745	1.590	2.375	0.547	0.04	0.30	0.21	0.14	0.07	0.25								
	Q1=1.309	Q3=4.518	IQR=3.209		2	17	12	8	4	14								
8	2.482	1.401	2.400	0.724	0.02	0.33	0.18	0.30	0.02	0.16								
	Q1=1.237	Q3=3.265	IQR=2.028		1	19	10	17	1	9								
9	2.259	1.362	1.875	0.652	0.05	0.42	0.14	0.18	0.14	0.07								
	Q1=1.063	Q3=3.350	IQR=2.288		3	24	8	10	8	4								
10	3.375	1.532	3.500	0.654	0.02	0.16	0.18	0.16	0.12	0.37								
	Q1=2.000	Q3=4.833	IQR=2.833		1	9	10	9	7	21								
11	1.759	1.196	1.318	0.488	0.05	0.53	0.18	0.11	0.02	0.07								
	Q1=0.909	Q3=2.250	IQR=1.341		3	33	10	6	1	4								
12	1.661	1.116	1.278	0.401	0.02	0.63	0.19	0.07	0.04	0.05								
	Q1=0.889	Q3=2.045	IQR=1.157		1	36	11	4	2	3								
13	1.536	1.206	1.136	0.073	0.02	0.77	0.07	0.05	0.00	0.09								
	Q1=0.818	Q3=1.455	IQR=0.636		1	44	4	3	0	5								
14	1.745	1.075	1.359	0.607	0.04	0.56	0.19	0.14	0.04	0.04								
	Q1=0.930	Q3=2.341	IQR=1.411		2	32	11	8	2	2								
15	2.352	1.481	1.929	0.689	0.05	0.37	0.25	0.14	0.02	0.18								
	Q1=1.143	Q3=3.188	IQR=2.045		3	21	14	8	1	10								
16	1.453	0.867	1.179	0.570	0.07	0.68	0.12	0.07	0.05									
	Q1=0.840	Q3=1.607	IQR=0.767		4	39	7	4	3									
17	1.269	0.564	1.134	0.431	0.09	0.72	0.14	0.05										
	Q1=0.817	Q3=1.451	IQR=0.634		5	41	8	3										
18	1.774	1.296	1.257	0.569	0.07	0.61	0.11	0.11	0.02	0.09								
	Q1=0.879	Q3=2.292	IQR=1.413		4	35	6	6	1	5								
19	1.558	1.162	1.167	0.492	0.09	0.68	0.09	0.07	0.00	0.07								
	Q1=0.833	Q3=1.500	IQR=0.667		5	39	5	4	0	4								
20	2.075	1.342	1.550	0.640	0.07	0.46	0.18	0.18	0.02	0.11								
	Q1=1.010	Q3=2.875	IQR=1.865		4	26	10	10	1	6								
21	2.377	1.655	1.571	0.633	0.07	0.46	0.12	0.12	0.00	0.23								
	Q1=1.010	Q3=3.464	IQR=2.455		4	26	7	7	0	13								
22	1.981	1.236	1.464	0.435	0.05	0.49	0.16	0.18	0.07	0.05								
	Q1=0.982	Q3=2.850	IQR=1.868		3	28	9	10	4	3								
23	1.962	1.300	1.383	0.605	0.07	0.53	0.11	0.18	0.05	0.07								
	Q1=0.942	Q3=2.875	IQR=1.933		4	30	6	10	3	4								

ITEM	MEAN	STAN-DEV	MEDIAN	P-CØR	0	1	2	3	4	5	6	7	8	9
10	11	12	13											
24	2.365	1.560	1.750	0.601	0.09	0.42	0.14	0.11	0.09	0.16				
	Q1=1.042	Q3=3.700	IQR=2.658		5	24	8	6	5	9				
25	2.788	1.419	2.577	0.574	0.09	0.19	0.25	0.23	0.05	0.19				
	Q1=1.643	Q3=3.833	IQR=2.190		5	11	14	13	3	11				
26	1.964	1.190	1.625	0.753	0.02	0.46	0.28	0.14	0.04	0.07				
	Q1=1.038	Q3=2.500	IQR=1.462		1	26	16	8	2	4				
27	2.571	1.305	2.333	0.726	0.02	0.23	0.32	0.21	0.11	0.12				
	Q1=1.556	Q3=3.417	IQR=1.861		1	13	18	12	6	7				
28	3.375	1.356	3.250	0.683	0.02	0.09	0.19	0.28	0.11	0.32				
	Q1=2.318	Q3=4.722	IQR=2.404		1	5	11	16	6	18				
29	3.429	1.450	3.382	0.714	0.02	0.16	0.07	0.30	0.11	0.35				
	Q1=2.559	Q3=4.800	IQR=2.241		1	9	4	17	6	20				
30	1.436	0.739	1.224	0.565	0.04	0.67	0.19	0.09	0.02					
	Q1=0.862	Q3=1.795	IQR=0.934		2	38	11	5	1					
31	2.107	1.231	1.773	0.616	0.02	0.44	0.19	0.21	0.09	0.05				
	Q1=1.060	Q3=3.000	IQR=1.940		1	25	11	12	5	3				

Watertown - Change in Use

ITEM	MEAN	STD	OMIT	1	2	3	4	5	6	7	8	9	10
11	12	13											
5	2.000	0.482	0.23	0.09	0.60	0.09							
				13	5	34	5						
	N= 57		Q1=1.676	MEDIAN=2.000		Q3=2.324	IQR=0.647						
6	1.978	0.543	0.21	0.12	0.56	0.11							
				12	7	32	6						
	N= 57		Q1=1.633	MEDIAN=1.984		Q3=2.336	IQR=0.703						
7	2.229	0.555	0.16	0.05	0.54	0.25							
				9	3	31	14						
	N= 57		Q1=1.790	MEDIAN=2.177		Q3=2.643	IQR=0.853						
8	2.217	0.554	0.19	0.05	0.53	0.23							
				11	3	30	13						
	N= 57		Q1=1.783	MEDIAN=2.167		Q3=2.615	IQR=0.832						
9	2.163	0.531	0.25	0.05	0.53	0.18							
				14	3	30	10						
	N= 57		Q1=1.758	MEDIAN=2.117		Q3=2.475	IQR=0.717						
10	2.239	0.524	0.19	0.04	0.54	0.23							
				11	2	31	13						
	N= 57		Q1=1.806	MEDIAN=2.177		Q3=2.615	IQR=0.809						

ITEM	MEAN	STD	OMIT	1	2	3	4	5	6	7	8	9	10
11	12	13											
11	1.930	0.338	0.25	0.07	0.67	0.02							
			14	4	38	1							
	N= 57		Q1=1.678		MEDIAN=1.961		Q3=2.243		IQR=0.566				
12	1.978	0.447	0.19	0.09	0.65	0.07							
			11	5	37	4							
	N= 57		Q1=1.676		MEDIAN=1.986		Q3=2.297		IQR=0.622				
13	2.044	0.475	0.21	0.07	0.61	0.11							
			12	4	35	6							
	N= 57		Q1=1.707		MEDIAN=2.029		Q3=2.350		IQR=0.643				
14	1.977	0.457	0.23	0.09	0.61	0.07							
			13	5	35	4							
	N= 57		Q1=1.671		MEDIAN=1.986		Q3=2.300		IQR=0.629				
15	2.159	0.568	0.23	0.07	0.51	0.19							
			13	4	29	11							
	N= 57		Q1=1.741		MEDIAN=2.121		Q3=2.500		IQR=0.759				
16	2.024	0.412	0.26	0.05	0.61	0.07							
			15	3	35	4							
	N= 57		Q1=1.714		MEDIAN=2.014		Q3=2.314		IQR=0.600				
17	2.000	0.312	0.26	0.04	0.67	0.04							
			15	2	38	2							
	N= 57		Q1=1.724		MEDIAN=2.000		Q3=2.276		IQR=0.553				
18	2.143	0.472	0.26	0.04	0.56	0.14							
			15	2	32	8							
	N= 57		Q1=1.766		MEDIAN=2.094		Q3=2.422		IQR=0.656				
19	2.000	0.383	0.26	0.05	0.63	0.05							
			15	3	36	3							
	N= 57		Q1=1.708		MEDIAN=2.000		Q3=2.292		IQR=0.583				
20	2.070	0.457	0.25	0.05	0.60	0.11							
			14	3	34	6							
	N= 57		Q1=1.728		MEDIAN=2.044		Q3=2.360		IQR=0.632				
21	2.209	0.466	0.25	0.02	0.56	0.18							
			14	1	32	10							
	N= 57		Q1=1.805		MEDIAN=2.141		Q3=2.477		IQR=0.672				
22	2.093	0.426	0.25	0.04	0.61	0.11							
			14	2	35	6							
	N= 57		Q1=1.750		MEDIAN=2.057		Q3=2.364		IQR=0.614				
23	2.071	0.463	0.26	0.05	0.58	0.11							
			15	3	33	6							
	N= 57		Q1=1.727		MEDIAN=2.045		Q3=2.364		IQR=0.636				
24	2.095	0.484	0.26	0.05	0.56	0.12							
			15	3	32	7							
	N= 57		Q1=1.734		MEDIAN=2.063		Q3=2.391		IQR=0.656				

```
25   2.167 0.437 0.26 0.02 0.58 0.14
                  15    1   33    8
     N= 57        Q1=1.788   MEDIAN=2.106  Q3=2.424  IQR=0.636

26   1.978 0.499 0.21 0.11 0.60 0.09
                  12    6   34    5
     N= 57        Q1=1.654   MEDIAN=1.985  Q3=2.316  IQR=0.662

27   2.298 0.507 0.18 0.02 0.54 0.26
                  10    1   31   15
     N= 57        Q1=1.847   MEDIAN=2.226  Q3=2.717  IQR=0.870

28   2.319 0.556 0.18 0.04 0.49 0.30
                  10    2   28   17
     N= 57        Q1=1.848   MEDIAN=2.268  Q3=2.809  IQR=0.961

29   2.319 0.515 0.18 0.02 0.53 0.28
                  10    1   30   16
     N= 57        Q1=1.858   MEDIAN=2.250  Q3=2.766  IQR=0.907

30   1.932 0.398 0.23 0.09 0.65 0.04
                  13    5   37    2
     N= 57        Q1=1.662   MEDIAN=1.959  Q3=2.257  IQR=0.595

31   2.089 0.557 0.21 0.09 0.54 0.16
                  12    5   31    9
     N= 57        Q1=1.702   MEDIAN=2.065  Q3=2.427  IQR=0.726
```

3rd Party Evaluation
3/24/76 Form 7

WCEC Career
Education Project

Teacher Survey: High School

Directions: Please complete the items listed below. On most you can check or circle your response. The information collected will be summarized and used to evaluate the Wisconsin Career Education Consortium Project. This information will not be used to evaluate your teaching.

1. School System: ____(1) Eau Claire, ____(2) Kimberly, ____(3) Madison,

____(4) Oregon, ____(5) Shawano, ____(6) Sheboygan, ____(7) Watertown

2. What grade levels do you teach? (Check all that apply)

____(1) 6-8, ____(2) 7-9, ____(3) 10, ____(4) 11, ____(5) 12

3. What subject(s) do you teach: (Check all that apply)

____(1) Art
____(2) English
____(3) Foreign Language
____(4) Home Economics as General Education
____(5) Industrial Arts as General Education
____(6) Mathematics
____(7) Music
____(8) Physical Education
____(9) Science
____(10) Social Studies
____(11) Special Education
____(12) Vocational Education
____(13) Other (please specify)

_____

4. How many years teaching experience do you have?

____(1) This is my first year
____(2) 2-5 years
____(3) 6-10 years
____(4) 11-20 years
____(5) 21 years or more

Over Please

5-24. Purposes of Career Education

Please read each statement carefully and circle the number which best describes how you feel about each statement. Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, Strongly Agree = 5.

	Statements	Response SD 1	D 2	U 3	A 4	SA 5
5.	Students should be aware of different jobs and job requirements during the study of every subject in every grade.	1	2	3	4	5
6.	An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formal schooling.	1	2	3	4	5
7.	An effective program of career education will reduce the drop out rate.	1	2	3	4	5
8.	Most local business and professional people support career education programs.	1	2	3	4	5
9.	Separate courses on career education would be better than incorporating this material into existing courses.	1	2	3	4	5
10.	Career education should be taught by specialists in the field rather than by regular teachers.	1	2	3	4	5
11.	The school guidance department should carry the sole responsibility for career education.	1	2	3	4	5
12.	An effective program of career education will raise the vocational aspirations of students.	1	2	3	4	5
13.	State and federal funds should be provided to support career education.	1	2	3	4	5
14.	The local community should pay for career education if state and federal funds are unavailable.	1	2	3	4	5
15.	The incorporation of career education content in present courses would upgrade these courses.	1	2	3	4	5
16.	An effective career education program will help students in making realistic career choices.	1	2	3	4	5
17.	There is not enough information about career opportunities for students available in our school.	1	2	3	4	5

Please go on to the next page

	Statements	Response SD 1	D 2	U 3	A 4	SA 5
18.	A career education course should be required for certification in my field.	1	2	3	4	5
19.	The basic philosophy of career education is sound and worth implementing.	1	2	3	4	5
20.	The integration of career education in present courses will decrease the effectiveness of instruction.	1	2	3	4	5
21.	A secondary school student should receive credit for any kind of employment.	1	2	3	4	5
22.	Secondary school students should receive credit for only work which is related to their career choices.	1	2	3	4	5
23.	As a part of the secondary school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.)	1	2	3	4	5
24.	I need to relate my course content more to its application in business, industry, and every day life.	1	2	3	4	5

25. What are your plans for including career education content in your courses next year?

Thank you for responding. Please return to: Orville Nelson, CVTAE
226 Applied Arts Bldg.
UW-Stout
Menomonie, WI 54751

kj

Form 8
3rd Party Evaluation
3/11/76

WCEC Career Education Project

Counselor Survey

Directions: Please complete the items listed below. On most you can check or circle your response. The information collected will be summarized and used to evaluate the Wisconsin Career Education Consortium Project. This information will not be used to evaluate your counseling.

1. School _____

2. School System: ___(1) Eau Claire, ___(2) Kimberly, ___(3) Madison, ___(4) Oregon, ___(5) Shawano, ___(6) Sheboygan, ___(7) Watertown

3. With what grade levels do you work? (Check all that apply)

___(1) Elementary School ___(3) 9 and/or 10 ___(5) 12th grade

___(2) Middle or Junior High School ___(4) 11th grade

4. How many years counseling experience do you have?

___(1) This is my first year ___(4) 11-20 years

___(2) 2-5 years ___(5) 21 years or more

___(3) 6-10 years

5. Number of students you are responsible for counseling: _____

6-19 Listed below are several activities you may have been involved with this year. Please circle the response which best represents the number of times you have participated in, been involved with, or utilized these activities.

Activities	Frequency (No. of Times)					
	0	1-2	3-4	5-7	8-10	11 or more
6. Have spoken to classes within my school concerning career education. (Career opportunities, career decision-making, etc.)	1	2	3	4	5	6
7. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market.	1	2	3	4	5	6
8. Have spoken to groups of teachers concerning how they might better utilize career information.	1	2	3	4	5	6

Over Please

Activities	Frequency (No. of Times)					
	0	1-2	3-4	5-7	8-10	11 or more
9. Have disseminated literature related to career education to teachers within my school.	1	2	3	4	5	6
10. Have helped teachers develop skills needed in assisting students explore careers and/or make career decisions.	1	2	3	4	5	6
11. Have met with members of the Wisconsin Job Service concerning career education and the services they might offer students.	1	2	3	4	5	6
12. Have contacted members of local business and industry in order to discover current information concerning job availability, requirements, etc.	1	2	3	4	5	6
13. Have helped to identify and/or schedule local business people to speak to school classes or groups.	1	2	3	4	5	6
14. Have used field trips as a means of familiarizing students with various careers.	1	2	3	4	5	6
15. Have used occupational games as a means of familiarizing students with various careers.	1	2	3	4	5	6
16. Have conducted or assisted with a follow-up study of our former students.	1	2	3	4	5	6
17. Have worked with individual students assisting them with career choices.	1	2	3	4	5	6
18. Have counseled small groups of students on career choices.	1	2	3	4	5	6
19. Have discussed interest and achievement scores as they relate to career choice and course selection with students.	1	2	3	4	5	6
20. Have requested our librarian and/or media specialist to order career education materials.	1	2	3	4	5	6

Please go on to next page

How Do You Feel About Career Education?

21-41 Please read each statement carefully and check the box under the number which best describes how you feel about each statement. Responses are: (1) Strongly Disagree, (2) Disagree, (3) No Opinion, (4) Agree, and (5) Strongly Agree.

Statement:	Responses				
	Strongly Disagree (1)	Disagree (2)	No Opinion (3)	Agree (4)	Strongly Agree (5)
21. Students should be aware of different jobs and job requirements during the study of each subject.					
22. An effective program of career education will enable students to possess salable skills, (occupational and emotional), at the time of leaving formal schooling.					
23. An effective program of career education will reduce the drop out rate.					
24. Most local business and professional people will support career education programs.					
25. Separate courses on career education would be better than incorporating this material into existing courses.					
26. Career education should be taught by specialists in the field rather than by regular teachers.					
27. The school guidance department should carry the sole responsibility for career education.					
28. An effective program of career education will raise the vocational aspirations of students.					
29. State and federal funds should be provided to support career education.					
30. The local community should pay for career education if the state and federal funds are unavailable.					
31. The funds for vocational education should not be used to support career education programs.					
32. The incorporation of career education programs into present courses would upgrade these courses.					
33. An effective career education program will help students in making realistic career choices.					

Over Please

Statement:	Responses				
	Strongly Disagree (1)	Disagree (2)	No Opinion (3)	Agree (4)	Strongly Agree (5)
34. Guidance counselors do not know enough about career opportunities for students.					
35. A career education course should be required for certification in my field.					
36. The basic philosophy of career education is sound and worth implementing.					
37. A career education course should be required for all counseling majors at the college level.					
38. The integration of career education in present courses will decrease the effectiveness of instruction.					
39. A secondary school student should receive credit for any kind of employment.					
40. Secondary school students should receive credit for only work which is related to their career choices.					
41. As a part of the secondary school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience.)					

Please go on to next page

2-49 What percentage of your total counseling assignment is spent on each of the following activities? Note these need not add to 100% since you have other responsibilities as well.

Counseling Activity	% of total time
42. Counseling on careers and assisting with career decision-making.	
43. Counseling on social and personal problems.	
44. Job placement.	
45. Assisting students with college enrollment forms and procedures.	
46. Assisting students with vocational-technical school enrollment forms and procedures.	
47. Assisting teachers to provide career information and exploration to their students.	
48. Assisting students in planning their high school programs.	
49. School related administrative tasks and details.	

Thank you. Please return to: Orville Nelson, CVTAE
226 Applied Arts
UW-Stout
Menomonie, WI 54751

kj

Eau Claire Counselor Activities

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7
6	3.538	1.450	3.625	0.302	0.07	0.14	0.00	0.29	0.29	0.14	0.07	
	Q1=2.813	Q3=4.438	IQR=1.625		1	2	0	4	4	2	1	
7	1.923	1.256	1.429	0.860	0.07	0.50	0.14	0.21	0.00	0.07		
	Q1=0.964	Q3=2.750	IQR=1.786		1	7	2	3	0	1		
8	2.385	1.446	2.000	0.772	0.07	0.21	0.50	0.00	0.14	0.00	0.07	
	Q1=1.536	Q3=2.464	IQR=0.929		1	3	7	0	2	0	1	
9	3.769	1.691	3.375	0.779	0.07	0.07	0.14	0.29	0.07	0.14	0.21	
	Q1=2.563	Q3=5.375	IQR=2.813		1	1	2	4	1	2	3	
10	2.385	1.758	1.667	0.769	0.07	0.43	0.21	0.00	0.14	0.07	0.07	
	Q1=1.042	Q3=3.875	IQR=2.833		1	6	3	0	2	1	1	
11	3.077	1.347	3.000	0.606	0.07	0.29	0.07	0.21	0.14	0.07	0.14	
	Q1=1.313	Q3=4.375	IQR=3.063		1	4	1	3	2	1	2	
12	3.000	1.958	3.000	0.835	0.07	0.36	0.07	0.07	0.21	0.07	0.14	
	Q1=1.150	Q3=4.417	IQR=3.267		1	5	1	1	3	1	2	
13	3.231	1.691	3.333	0.745	0.07	0.21	0.07	0.21	0.29	0.00	0.14	
	Q1=1.750	Q3=4.188	IQR=2.438		1	3	1	3	4	0	2	
14	2.692	1.343	2.000	0.766	0.07	0.36	0.21	0.00	0.14	0.14	0.07	
	Q1=1.150	Q3=4.375	IQR=3.225		1	5	3	0	2	2	1	
15	1.615	1.446	1.150	0.552	0.07	0.71	0.07	0.07	0.00	0.00	0.07	
	Q1=0.325	Q3=1.475	IQR=0.650		1	10	1	1	0	0	1	
16	2.308	1.383	1.429	0.624	0.07	0.50	0.14	0.07	0.07	0.00	0.14	
	Q1=0.964	Q3=3.250	IQR=2.286		1	7	2	1	1	0	2	
17	5.538	1.198	5.909	0.744	0.07	0.00	0.07	0.00	0.07	0.00	0.79	
	Q1=5.614	Q3=6.205	IQR=0.591		1	0	1	0	1	0	11	
18	4.000	1.954	3.500	0.737	0.14	0.14	0.00	0.29	0.07	0.00	0.36	
	Q1=2.750	Q3=5.900	IQR=3.150		2	2	0	4	1	0	5	
19	4.615	1.502	5.000	0.833	0.07	0.00	0.07	0.21	0.14	0.07	0.43	
	Q1=3.250	Q3=5.958	IQR=2.708		1	0	1	3	2	1	6	
20	3.769	1.589	3.000	0.377	0.07	0.07	0.14	0.14	0.36	0.00	0.21	
	Q1=2.625	Q3=4.450	IQR=1.825		1	1	2	2	5	0	3	

Kimberly Counselor Activities

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7
6	3.333	0.577	3.250	-0.359	0.00	0.00	0.00	0.67	0.33			
	Q1=2.875	Q3=3.750	IQR=0.875		0	0	0	2	1			
7	1.667	1.155	1.250	-0.629	0.00	0.67	0.00	0.33				
	Q1=0.875	Q3=2.750	IQR=1.875		0	2	0	1				
8	3.000	1.732	3.750	0.359	0.00	0.33	0.00	0.00	0.67			
	Q1=1.250	Q3=4.125	IQR=2.875		0	1	0	0	2			
9	4.000	1.000	4.000	0.778	0.00	0.00	0.00	0.33	0.33	0.33		
	Q1=3.250	Q3=4.750	IQR=1.500		0	0	0	1	1	1		
10	3.667	2.517	4.000	-0.041	0.00	0.33	0.00	0.00	0.33	0.00	0.33	
	Q1=1.250	Q3=5.750	IQR=4.500		0	1	0	0	1	0	1	
11	3.000	2.646	2.000	-0.176	0.00	0.33	0.33	0.00	0.00	0.00	0.33	
	Q1=1.250	Q3=5.750	IQR=4.500		0	1	1	0	0	0	1	
12	4.333	1.528	4.000	0.984	0.00	0.00	0.00	0.33	0.33	0.00	0.33	
	Q1=3.250	Q3=5.750	IQR=2.500		0	0	0	1	1	0	1	
13	3.000	0.000	3.000	0.000	0.00	0.00	0.00	1.00				
	Q1=2.750	Q3=3.250	IQR=0.500		0	0	0	3				
14	2.000	1.000	2.000	0.933	0.00	0.33	0.33	0.33				
	Q1=1.250	Q3=2.750	IQR=1.500		0	1	1	1				
15	1.333	0.577	1.250	-0.629	0.00	0.67	0.33					
	Q1=0.875	Q3=1.750	IQR=0.875		0	2	1					
16	3.000	2.646	2.000	-0.176	0.00	0.33	0.33	0.00	0.00	0.00	0.33	
	Q1=1.250	Q3=5.750	IQR=4.500		0	1	1	0	0	0	1	
17	6.000	0.000	6.000	0.000	0.00	0.00	0.00	0.00	0.00	0.00	1.00	
	Q1=5.750	Q3=6.250	IQR=0.500		0	0	0	0	0	0	3	
18	5.000	1.000	5.000	-0.156	0.00	0.00	0.00	0.00	0.33	0.33	0.33	
	Q1=4.250	Q3=5.750	IQR=1.500		0	0	0	0	1	1	1	
19	4.333	2.887	5.750	0.629	0.00	0.33	0.00	0.00	0.00	0.00	0.67	
	Q1=1.250	Q3=6.125	IQR=4.875		0	1	0	0	0	0	2	
20	3.667	1.503	4.000	0.034	0.00	0.00	0.33	0.00	0.33	0.33		
	Q1=2.250	Q3=4.750	IQR=2.500		0	0	1	0	1	1		

Madison Counselor Activities

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7
6	3.632	1.715	3.611	0.491	0.00	0.13	0.16	0.18	0.24	0.05	0.24	
	Q1=2.250	Q3=5.250	IQR=3.000		0	5	6	7	9	2	9	
7	1.459	0.650	1.304	0.427	0.03	0.61	0.29	0.08				
	Q1=0.902	Q3=1.932	IQR=1.030		1	23	11	3				
8	2.579	1.200	2.577	0.594	0.00	0.21	0.26	0.34	0.13	0.03	0.03	
	Q1=1.650	Q3=3.303	IQR=1.653		0	8	10	13	5	1	1	
9	3.553	1.433	3.409	0.293	0.00	0.08	0.16	0.29	0.24	0.08	0.16	
	Q1=2.545	Q3=4.444	IQR=1.899		0	3	6	11	9	3	6	
10	2.632	1.364	2.357	0.614	0.00	0.18	0.37	0.26	0.05	0.08	0.05	
	Q1=1.679	Q3=3.250	IQR=1.571		0	7	14	10	2	3	2	
11	1.649	1.006	1.425	0.725	0.03	0.53	0.37	0.03	0.03	0.00	0.03	
	Q1=0.963	Q3=2.054	IQR=1.091		1	20	14	1	1	0	1	
12	2.444	1.698	1.833	0.581	0.05	0.42	0.16	0.11	0.16	0.00	0.11	
	Q1=1.063	Q3=3.667	IQR=2.604		2	16	6	4	6	0	4	
13	2.676	1.730	2.138	0.702	0.03	0.34	0.21	0.16	0.11	0.00	0.16	
	Q1=1.212	Q3=3.688	IQR=2.476		1	13	8	6	4	0	6	
14	2.216	1.613	1.474	0.742	0.03	0.50	0.16	0.11	0.11	0.03	0.03	
	Q1=0.987	Q3=3.188	IQR=2.201		1	19	6	4	4	1	3	
15	1.917	1.461	1.318	0.416	0.05	0.58	0.13	0.11	0.05	0.03	0.05	
	Q1=0.909	Q3=2.500	IQR=1.591		2	22	5	4	2	1	2	
16	1.611	0.934	1.357	0.350	0.05	0.55	0.29	0.05	0.03	0.03		
	Q1=0.929	Q3=2.045	IQR=1.117		2	21	11	2	1	1		
17	5.579	0.858	5.845	0.393	0.00	0.00	0.00	0.05	0.08	0.11	0.76	
	Q1=5.517	Q3=6.172	IQR=0.655		0	0	0	2	3	4	29	
18	4.595	1.499	4.875	0.510	0.03	0.03	0.08	0.13	0.21	0.11	0.42	
	Q1=3.531	Q3=5.992	IQR=2.391		1	1	3	5	8	4	16	
19	5.027	1.691	5.738	0.534	0.03	0.08	0.05	0.05	0.08	0.03	0.68	
	Q1=4.250	Q3=6.144	IQR=1.894		1	3	2	2	3	1	26	
20	2.973	1.518	2.600	0.395	0.03	0.16	0.32	0.13	0.21	0.08	0.08	
	Q1=1.771	Q3=4.094	IQR=2.323		1	6	12	5	8	3	3	

Oregon Counselor Activities

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7
6	3.500	0.577	3.500	0.503	0.00	0.00	0.00	0.50	0.50			
	Q1=3.000	Q3=4.000	IQR=1.000		0	0	0	2	2			
7	2.500	1.000	2.833	0.329	0.00	0.25	0.00	0.75				
	Q1=1.500	Q3=3.167	IQR=1.667		0	1	0	3				
8	2.250	1.258	2.000	0.527	0.00	0.25	0.50	0.00	0.25			
	Q1=1.500	Q3=2.500	IQR=1.000		0	1	2	0	1			
9	4.250	1.500	3.500	0.746	0.00	0.00	0.00	0.50	0.00	0.25	0.25	
	Q1=3.000	Q3=5.500	IQR=2.500		0	0	0	2	0	1	1	
10	2.500	0.577	2.500	0.362	0.00	0.00	0.50	0.50				
	Q1=2.000	Q3=3.000	IQR=1.000		0	0	2	2				
11	1.750	0.500	1.833	0.329	0.00	0.25	0.75					
	Q1=1.500	Q3=2.167	IQR=0.667		0	1	3					
12	2.500	1.291	2.500	0.239	0.00	0.25	0.25	0.25	0.25			
	Q1=1.500	Q3=3.500	IQR=2.000		0	1	1	1	1			
13	2.750	1.258	3.000	0.955	0.00	0.25	0.00	0.50	0.25			
	Q1=1.500	Q3=3.500	IQR=2.000		0	1	0	2	1			
14	2.250	1.893	1.500	0.745	0.00	0.50	0.25	0.00	0.00	0.25		
	Q1=1.000	Q3=2.500	IQR=1.500		0	2	1	0	0	1		
15	2.500	1.915	1.500	-0.952	0.00	0.50	0.00	0.25	0.00	0.25		
	Q1=1.000	Q3=3.500	IQR=2.500		0	2	0	1	0	1		
16	1.750	0.500	1.833	0.329	0.00	0.25	0.75					
	Q1=1.500	Q3=2.167	IQR=0.667		0	1	3					
17	5.750	0.500	5.833	0.166	0.00	0.00	0.00	0.00	0.00	0.25	0.75	
	Q1=5.500	Q3=6.167	IQR=0.667		0	0	0	0	0	1	3	
18	4.500	1.000	4.167	0.746	0.00	0.00	0.00	0.00	0.75	0.00	0.25	
	Q1=3.833	Q3=4.500	IQR=0.667		0	0	0	0	3	0	1	
19	5.750	0.500	5.833	0.166	0.00	0.00	0.00	0.00	0.00	0.25	0.75	
	Q1=5.500	Q3=6.167	IQR=0.667		0	0	0	0	0	1	3	
20	3.500	1.915	2.500	0.902	0.00	0.00	0.50	0.00	0.25	0.00	0.25	
	Q1=2.000	Q3=4.500	IQR=2.500		0	0	2	0	1	0	1	

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7
6	5.400	0.894	5.667	-0.722	0.00	0.00	0.00	0.00	0.20	0.20	0.60	
	Q1=4.750	Q3=6.083	IQR=1.333		0	0	0	0	1	1	3	
7	1.800	0.837	1.750	0.500	0.00	0.40	0.40	0.20				
	Q1=1.125	Q3=2.375	IQR=1.250		0	2	2	1				
8	2.600	1.140	2.750	-0.808	0.00	0.20	0.20	0.40	0.20			
	Q1=1.750	Q3=3.375	IQR=1.625		0	1	1	2	1			
9	4.200	1.095	4.667	0.833	0.00	0.00	0.00	0.40	0.00	0.60		
	Q1=3.125	Q3=5.083	IQR=1.958		0	0	0	2	0	3		
10	3.400	1.817	3.250	0.507	0.00	0.20	0.00	0.40	0.20	0.00	0.20	
	Q1=2.625	Q3=4.250	IQR=1.625		0	1	0	2	1	0	1	
11	2.200	1.304	2.000	-0.102	0.00	0.40	0.20	0.20	0.20			
	Q1=1.125	Q3=3.250	IQR=2.125		0	2	1	1	1			
12	2.400	1.673	2.000	0.749	0.00	0.40	0.20	0.20	0.00	0.20		
	Q1=1.125	Q3=3.250	IQR=2.125		0	2	1	1	0	1		
13	1.333	0.577	1.250	0.273	0.40	0.40	0.20					
	Q1=0.875	Q3=1.750	IQR=0.875		2	2	1					
14	2.200	1.643	1.750	0.555	0.00	0.40	0.40	0.00	0.00	0.20		
	Q1=1.125	Q3=2.375	IQR=1.250		0	2	2	0	0	1		
15	1.400	0.894	1.125	0.765	0.00	0.80	0.00	0.20				
	Q1=0.313	Q3=1.438	IQR=0.625		0	4	0	1				
16	1.400	0.548	1.333	0.555	0.00	0.60	0.40					
	Q1=0.917	Q3=1.875	IQR=0.958		0	3	2					
17	6.000	0.000	6.000	0.000	0.00	0.00	0.00	0.00	0.00	0.00	1.00	
	Q1=5.750	Q3=6.250	IQR=0.500		0	0	0	0	0	0	5	
18	6.000	0.000	6.000	0.000	0.00	0.00	0.00	0.00	0.00	0.00	1.00	
	Q1=5.750	Q3=6.250	IQR=0.500		0	0	0	0	0	0	5	
19	5.800	0.447	5.875	0.616	0.00	0.00	0.00	0.00	0.00	0.20	0.80	
	Q1=5.563	Q3=6.188	IQR=0.625		0	0	0	0	0	1	4	
20	3.200	1.924	3.000	0.548	0.00	0.20	0.20	0.20	0.20	0.00	0.20	
	Q1=1.750	Q3=4.250	IQR=2.500		0	1	1	1	1	0	1	

Sheboygan Counselor Activities

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7
6	3.857	1.957	3.667	0.504	0.05	0.18	0.05	0.23	0.14	0.00	0.36	
	Q1=2.550	Q3=5.844	IQR=3.294		1	4	1	5	3	0	8	
7	1.619	0.805	1.455	0.586	0.05	0.50	0.36	0.05	0.05			
	Q1=0.977	Q3=2.094	IQR=1.116		1	11	8	1	1			
8	2.636	1.677	2.300	0.648	0.00	0.32	0.23	0.23	0.09	0.00	0.14	
	Q1 1.286	Q3=3.400	IQR=2.114		0	7	5	5	2	0	3	
9	4.273	1.513	4.500	0.637	0.00	0.00	0.14	0.27	0.09	0.18	0.32	
	Q1=2.917	Q3=5.714	IQR=2.798		0	0	3	6	2	4	7	
10	3.409	1.652	3.500	0.663	0.00	0.14	0.23	0.14	0.23	0.14	0.14	
	Q1=2.000	Q3=4.667	IQR=2.667		0	3	5	3	5	3	3	
11	2.091	1.659	1.346	0.397	0.00	0.59	0.09	0.18	0.00	0.05	0.09	
	Q1=0.923	Q3=2.875	IQR=1.952		0	13	2	4	0	1	2	
12	3.000	1.902	2.500	0.633	0.00	0.32	0.18	0.14	0.05	0.18	0.14	
	Q1=1.286	Q3=4.875	IQR=3.589		0	7	4	3	1	4	3	
13	3.136	1.633	3.000	0.623	0.00	0.27	0.14	0.18	0.13	0.05	0.18	
	Q1=1.417	Q3=4.375	IQR=2.958		0	6	3	4	4	1	4	
14	2.545	1.845	1.900	0.497	0.00	0.41	0.23	0.14	0.00	0.09	0.14	
	Q1=1.111	Q3=3.333	IQR=2.222		0	9	5	3	0	2	3	
15	2.476	1.773	1.750	0.235	0.05	0.45	0.09	0.18	0.05	0.09	0.09	
	Q1=1.025	Q3=3.438	IQR=2.413		1	10	2	4	1	2	2	
16	1.810	1.250	1.455	0.509	0.05	0.50	0.32	0.05	0.05	0.00	0.05	
	Q1=0.977	Q3=2.179	IQR=1.201		1	11	7	1	1	0	1	
17	4.682	1.961	5.654	0.517	0.00	0.14	0.09	0.05	0.00	0.14	0.59	
	Q1=3.000	Q3=6.077	IQR=3.077		0	3	2	1	0	3	13	
18	4.286	1.927	5.000	0.645	0.05	0.14	0.09	0.09	0.09	0.14	0.41	
	Q1=2.625	Q3=5.917	IQR=3.292		1	3	2	2	2	3	9	
19	3.905	2.300	5.000	0.436	0.05	0.32	0.00	0.09	0.05	0.05	0.45	
	Q1=1.250	Q3=5.975	IQR=4.725		1	7	0	2	1	1	10	
20	4.095	1.573	4.125	0.521	0.05	0.00	0.23	0.14	0.18	0.14	0.27	
	Q1=2.583	Q3=5.625	IQR=3.042		1	0	5	3	4	3	6	

Watertown Counselor Activities

ITEM	MEAN	STAN-DEV	MEDIAN	P-COR	0	1	2	3	4	5	6	7
6	3.429	1.718	3.250	0.806	0.00	0.14	0.14	0.29	0.14	0.14	0.14	
	Q1=2.250	Q3=4.750	IQR=2.500		0	1	1	2	1	1	1	
7	1.571	0.535	1.625	0.940	0.00	0.43	0.57					
	Q1=1.083	Q3=2.063	IQR=0.979		0	3	4					
8	3.143	1.864	2.333	0.844	0.00	0.14	0.43	0.00	0.14	0.14	0.14	
	Q1=1.750	Q3=4.750	IQR=3.000		0	1	3	0	1	1	1	
9	3.143	2.193	2.250	0.906	0.00	0.29	0.29	0.00	0.14	0.00	0.29	
	Q1=1.375	Q3=5.625	IQR=4.250		0	2	2	0	1	0	2	
10	2.857	2.193	2.000	0.846	0.00	0.29	0.43	0.00	0.00	0.00	0.29	
	Q1=1.375	Q3=5.625	IQR=4.250		0	2	3	0	0	0	2	
11	1.714	0.756	1.667	0.327	0.00	0.43	0.43	0.14				
	Q1=1.083	Q3=2.250	IQR=1.167		0	3	3	1				
12	3.143	2.116	3.750	0.931	0.00	0.43	0.00	0.00	0.29	0.14	0.14	
	Q1=1.083	Q3=4.750	IQR=3.667		0	3	0	0	2	1	1	
13	2.714	2.289	1.750	0.868	0.00	0.43	0.29	0.00	0.00	0.00	0.29	
	Q1=1.083	Q3=5.625	IQR=4.542		0	3	2	0	0	0	2	
14	3.500	2.168	2.500	0.897	0.14	0.14	0.29	0.00	0.14	0.00	0.29	
	Q1=1.750	Q3=5.750	IQR=4.000		1	1	2	0	1	0	2	
15	1.333	0.816	1.100	0.311	0.14	0.71	0.00	0.14				
	Q1=0.800	Q3=1.400	IQR=0.600		1	5	0	1				
16	1.167	0.403	1.100	0.371	0.14	0.71	0.14					
	Q1=0.800	Q3=1.400	IQR=0.600		1	5	1					
17	5.000	1.915	5.500	0.719	0.00	0.14	0.00	0.00	0.14	0.00	0.71	
	Q1=4.250	Q3=6.150	IQR=1.900		0	1	0	0	1	0	5	
18	3.143	2.116	2.750	0.273	0.00	0.29	0.14	0.29	0.00	0.00	0.29	
	Q1=1.375	Q3=5.625	IQR=4.250		0	2	1	2	0	0	2	
19	4.714	1.890	5.625	0.885	0.00	0.14	0.00	0.00	0.29	0.00	0.57	
	Q1=3.875	Q3=6.063	IQR=2.188		0	1	0	0	2	0	4	
20	3.833	2.483	3.500	0.916	0.14	0.29	0.00	0.14	0.00	0.00	0.43	
	Q1=1.250	Q3=6.000	IQR=4.750		1	2	0	1	0	0	3	